DOCUMENT RESUME

ED 421 758 EA 029 148

AUTHOR Mullin, Ann G.; Keedy, John L.
TITLE Examining a Superintendent's Transformational Leadership: From the Model to Successful Practice.
PUB DATE 1998-04-00
NOTE 86p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Change Agents; Educational Administration; *Educational Change; Elementary Secondary Education; Instructional Leadership; *Leadership Qualities; Models; *Superintendents
IDENTIFIERS Interpretivism; *Second Order Effects

ABSTRACT

The superintendent, as a district-level influence, may have significant effect on second-order school change, yet there is little research on the behaviors of the superintendent in the context of second-order change. The purpose of this research was to study the transformational behaviors of a school district superintendent and the effects of those behaviors on selected principals and teachers. The findings of this qualitative case study operationalized transformational leadership in the behaviors of a superintendent leading a mid-sized public school district in North Carolina in the process of second-order change. Superintendent behavior categories clustered among three domains: (a) Articulating Professional Values and Beliefs; (b) Developing Problem Solving Skills; and (c) Developing a Collaborative Culture. Principal and teacher behavioral and affective outcomes related to these superintendent behaviors included changed administrative and teaching practices and improved student learning opportunities. Behavioral changes indicate the adoption of new norms. Transformational leadership, a relatively recent leadership construct, may have significant implications for school district leadership. Findings were generalized to Bass and Avolio's research on transformational leadership and Louis's development of district/school relationships. (Contains 68 references.) (Author)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 421 758

Examining a Superintendent's Transformational Leadership

From the Model to Successful Practice

Ann G. Mullin

North Carolina State University

John L. Keedy

University of Louisville

Paper presented at the annual meeting of the American Educational Research Association, San Diego, April 13 - 17, 1998. Critique and questions may be sent to: Dr. Ann G. Mullin, 513 Farmington Woods Drive, Cary, North Carolina 27511-5647; Phone: 919-481-3852.

EA 029 148

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
A. Mullin
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Abstract

The superintendent, as a district-level influence, may have significant effect on second-order school change, yet there is little research on the behaviors of the superintendent in the context of second-order change. The purpose of this research was to study the transformational behaviors of a school district superintendent and the effects of those behaviors on selected principals and teachers. The findings of this qualitative case study operationalized transformational leadership in the behaviors of a superintendent leading a mid-sized public school district in North Carolina in the process of second-order change. Superintendent behavior categories clustered among three domains: (a) Articulating Professional Values and Beliefs; (b) Developing Problem Solving Skills; and (c) Developing a Collaborative Culture. Principal and teacher behavioral and affective outcomes related to these superintendent behaviors included changed administrative and teaching practices and improved student learning opportunities. Behavioral changes indicate the adoption of new norms. Transformational leadership, a relatively recent leadership construct, may have significant implications for school district leadership. Findings were generalized to Bass and Avolio's research on transformational leadership and Louis's development of district/school relationships.

Examining a Superintendent's Transformational Leadership:
From the Model to Successful Practice

Conceptual Framework

The superintendent, as a district-level influence, may have significant effect on second-order school change, yet there is little research on the behaviors of the superintendent in the context of second-order change. The purpose of this research was to study the transformational behaviors of a school district superintendent and the effects of those behaviors on selected principals and teachers. The rationale for this study is based on the following topics: (a) the history of education change since 1957, (b) second-order change, (c) district-level influence on the change process, (d) the role of superintendent leadership, and (e) Transformational Leadership.

History of Education Change since 1957

The Soviet launch of Sputnik in 1957 ignited intense pressure for public school reform; Cold War battles would be lost for want of excellence in American classrooms. The clarion call for reform resulted in "first-order" change strategies designed to "correct deficiencies in policies and practices" (Cuban, 1989, p. 266).

But first-order change strategies failed to provide quality school reform because such change strategies failed to alter teachers' practices, reinforcing traditional, teacher-centered pedagogical practice (Cuban, 1993). Lortie's (1975) seminal work described teachers' conservative ethos resistant to change and lacking in trust of empirical/rational change. Almost ten years later, Sizer's composite of Horace (1984), the typical high school teacher, is not significantly different from Lortie's "schoolteacher" (1975).

In addition, first-order reforms focused on school-level improvements to the exclusion of consideration of district influences, specifically on the need for districts to institutionalize school level changes. Leithwood (1994, p. 500) posits that "there is now an impressive accumulation of evidence demonstrating that an almost exclusive focus on first-order changes is an important part of the explanation for the failure of most change initiatives--especially failure to institutionalize such changes after their implementation." The failure of first-order reforms led to calls for second-order change.

Second-Order Change

Second-order change was defined as a process to alter the "fundamental ways of achieving organizational goals or to introduce new goals and interventions that transform familiar ways of doing things into novel solutions to persistent problems" (Cuban, 1989, p. 266). These "fundamental reforms...aim to transform--alter permanently--[existing structures]. The premise behind fundamental reforms is that basic structures are flawed at their core and need a complete overhaul, not renovations" (Cuban, 1993, p. 3). Restructuring (Murphy, 1991, 1993; Schlechty, 1990; Sizer, 1992) emerged as a significant second-order change strategy.

The adoption of restructuring strategies without sufficient emphasis on changes in roles of participants fails to alter classroom practices. Restructuring strategies are simply grafted on to established structures in which restructuring loses its power to "reculture" the organization (Fullan, 1993; Keedy & Achilles, 1997). Darling-Hammond (in Little, 1993, p. 140) cites the "ingrained tradition" of teacher norms that resist efforts at change. Elmore (1995) is similarly critical of structural reforms such as the adoption of block scheduling, de-tracking, and reduction in class sizes imposed under the rubric of "restructuring." Reviewing research on the evidence of such reforms to change classroom practices, Elmore concludes that there is little connection between these reforms and student achievement, and that teacher practices have been only slightly affected by the introduction of these strategies. Cohen (1995) reports mixed results for the effectiveness of systemic restructuring strategies relying on federal and state policy, or professional strategies such as The Coalition for Essential Schools, Accelerated Schools, and the New Standards Project.

Restructuring without sufficient change in organization norms failed to alter classroom practices. The variable common to all of these critiques is the presence or absence of norms that support changed teacher practices and significant school outcomes. Leithwood (1994, p. 501) contends that "attention to second-order change is essential to the survival of first-order change, otherwise the resulting incoherence becomes unbearable and, like white blood cells, unchanged 'standard operating procedures' surround and kill off promising first-order changes." Leithwood's "standard operating procedures" may be equated with norms, social constructions

which express agreed upon behavioral expectations for people in a group (Homans, 1974).

Second-order change involves changing organization norms or "systemic cultural renorming" (Prince, 1989 in Carlson, 1996; see also Elmore, 1995; Sagor, 1995; Cohen, 1995; Starratt, 1995). Elmore (1995) cites the findings of Marks and Louis (1995) indicating that school norms supporting quality instruction facilitated the connection between teacher empowerment and teaching practice and student achievement. Cohen (1995, p. 15) points to the importance of the adoption of norms that support instruction and inform teachers' understanding of "acceptable professional practice". Sagor (1995, p. 24) concludes that "certain cultural norms appear to be strongly in place at all self-renewing schools."

Louis and Kruse (1995) in a study of urban schools provide evidence for the importance norms to second-order change as they develop a framework for successful change, the development of "professional community". In describing the "characteristics of school-based professional community" (p. 28), they contend that "shared norms and values are the fundamental bedrock upon which all other aspects of professional community are built" (p. 28).

The development of schools as professional communities requires the transformation of norms. The institutionalization of adopted innovations and changing norms requires district-level influence.

District-Level Influence

Significant alteration in district/school relations is implicated in second-order change. Researchers indicate that district-level influences are significant to successful school reform. Coleman and LaRocque (1990) indicate the importance of district-level influence as they highlight the paradox of first-order change research that district policies have little hope of affecting lasting reform in schools, but that schools absent district support cannot sustain lasting and/or significant educational change. Their findings (Coleman & LaRocque, 1990), and the findings of Rosenholtz (1989), Louis (1989), and Louis and Miles (1990) provide strong support for the importance of district-level influence on the success of school reform.

Louis (1989, p. 161) describes this district-school relationship as one of "co-management, with coordination and joint planning enhanced through the development of consensus between staff members at all levels about desired goals for education." It was this relationship of High

Engagement and Low Bureaucracy that characterized districts that were the "most effective in their school improvement efforts."

It appears that the district/school relationship which exhibits norms which support mutual influence strategies provides greater opportunity for school improvement. Such second-order change increases the likelihood for successful implementation and institutionalization of promising first-order innovation. A significant district-level influence is the superintendent.

Superintendent Leadership

Superintendent behaviors is a neglected area of education research. The importance of the superintendent in second-order change, while receiving some recent attention, is even less well represented. The emphasis on school level change and research attention paid to the principal as instructional leader accounts, at least in part, for the paucity of research on the superintendent (Cuban, 1984; Hoyle, 1985; Coleman & LaRocque, 1990; Johnson, 1996; Chapman, 1997).

The literature on the superintendent in the context of the recent change agenda leads to a bifurcated view of the potential for superintendent leadership in second-order change. While some researchers indicate that the reform agenda since 1957 has resulted in defensive political superintendent behaviors (Wirt, 1991; Crowson & Morris, 1991), another line of research on the superintendent is based on the conclusion that the superintendent exerts important influence in the organization (Pitner & Ogawa, 1981). This led some researchers to study the role of central office administrators in effective districts (Murphy, & Hallinger, 1988; Pajak & Glickman, 1989). Recent studies have begun to explore the work of superintendents (Kowalski, 1995; Chapman, 1997) and the effects of superintendent's behaviors on subordinates (Johnson, 1996).

Several researchers (Leithwood,1994; 1992; Schlechty, 1990; and Sergiovanni, 1989) advocate superintendent Transformational Leadership as a necessary condition for effective school change. They contend that transformational leadership offers more than transactional "incentives and sanctions" (Cuban, 1993, p. 274). Leithwood (1992) asserts that transformational leadership facilitates change from a highly centralized bureaucracy to decentralized operation, and recommends transformational leadership as one variable that facilitates teacher commitment to curriculum reform (1994). Schlechty (1990, p. 151) contends that the "reinvention of American education calls for...transformational leaders: people who can create visions and goals that cause

men and women to transform the institutions of which they are part." Sergiovanni (1989) also calls for transformational leadership, contending that transactional leadership behaviors are insufficient to restructuring.

Transformational Leadership

Transformational Leadership originated with James MacGregor Burns (1978) as he studied the leadership of mass political movements. Burns provides the theoretical definition which is embedded in alignment of leader/follower goals and aspirations as a means to achieve systemic change.

Burns (p. 425) defines leadership as the "reciprocal process of mobilizing, by persons with certain motives and values, various economic, political, and other resources, in a context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers." It is in the character of leader/follower goals that Burns distinguishes between "transactional" and "transforming" leadership, which he places at opposite ends of a continuum. Transactional leadership occurs when goals of leaders and followers are "separate but related" and the two exchange goods in order to "realize independent objectives" (p. 425). Transactional leadership is an exchange-based form of leadership in which "leaders approach followers with an eye to exchanging one thing for another: jobs for votes, or subsidies for campaign contributions" (p. 4). The transforming leader unites followers with leaders seeking the "collective or pooled interests of leaders and followers" (p. 426). Burns comments:

> The transforming leader recognizes and exploits an existing need or demand of a potential follower...looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower. The result of transforming leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. (Burns, p. 4)

The strength of the transformational leader arises from the alignment of leader and followers. Burns (1978) asserts that Transforming Leadership seeks to "convert followers into leaders" (p. 4) and "leaders and followers raise one another to higher levels of motivation" (p. 20). Lincoln (1989) states that the "role of the transformational leader in a postmodern world may be to recognize the invisible and the voiceless, and to grant them the space to speak and the

discovery of their own means to snare and share power" (p. 177). Transformational leaders "empower their followers to take charge of their lives" (Tierney, 1989, p. 166). Leithwood (1992) observes that the

> collective action that comes from transformational leadership empowers those who participate in it. There is hope, optimism, and energy in a kind of leadership that facilitates redefinition of a people's mission and vision, renewal of their commitment, and restructuring of their systems for accomplishing goals. (p. 18)

Empowerment occurs as transformational leaders "strengthen followers by raising their needs perspectives and by providing opportunities for them to develop their capabilities" (Kirby, Paradise, & King, 1992, p. 304).

Transformational Leadership Operationalized

While Burns conceptualized about leadership at the meta-political level, Bass (1985) operationalized Burns' theory for testing and application at the organizational level in the development of the Multifactor Leadership Questionnaire. Dissatisfied with leadership theory confined to measuring the dimensions of "leadership as an exchange process" (p. 4), Bass sought to explain "the more important phenomena of leadership--leadership that accomplishes second-order changes" (p. 5). Bass (1985) contends that "leadership as an exchange process", transactional leadership, explains only 16% of variance when measuring "antecedent conditions...dependent leader behaviors...and their consequences in unit satisfaction and effectiveness," leaving 84% of variance unexplained (p. 7).

Bass and Avolio (1994) state that Transformational Leadership is seen when leaders:

*stimulate interest among colleagues and followers to view their work from new perspectives,

*generate awareness of the mission or vision of the team and organization,

*develop colleagues and followers to higher levels of ability and potential, and

*motivate colleagues and followers to look beyond their own interests toward those that will benefit the group. (p. 2)

The four transformational factors are defined as follows:

1. Idealized Influence. Transformational leaders behave in ways that result in their

being role models for their followers....

2. Inspirational Motivation. Transformational leaders behave in ways that motivate and inspire those around them by providing meaning and challenge to their followers work....

3. Intellectual Stimulation. Transformational leaders stimulate their followers efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways....

4. Individualized Consideration. Transformational leaders pay special attention to each individual's needs for achievement and growth by acting as coach or mentor. (Bass & Avolio, 1994, p. 3)

Bass and Avolio (1994) combine these transformational leadership behaviors with transactional Contingent Reinforcement behaviors of Contingent Reward (CR), seen as positive; Management-by-Exception, active or passive, (MBE-A and MBE-P); and Laissez-Faire (LF) or non-leadership to form their Full Range of Leadership Model (p.5). Leaders use all leadership behaviors, but effectiveness is related to greater use of the more active transformational leadership behaviors.

In addition, Bass (1985, p. 239) claims to demonstrate that "transformational leadership will contribute in an incremental way to extra effort, leader effectiveness, and satisfaction with the leader as well as to appraised subordinate performance beyond expectations that are attributable to transactional leadership." Transformational Leadership is a value-added factor (Bass & Avolio, 1994) in producing extra effort from subordinates as well as subordinate perceptions of leader effectiveness and self-reported satisfaction of the subordinate.

Researchers have tested Bass's formulation in many settings (Yammarino & Bass, 1990; Clover, 1990; Hatter & Bass, 1988). Bass & Avolio (1993) report results of other studies (Bass & Yokochi, 1991; Bass et all, 1987; and Francois, 1990). In a meta-analysis of quantitative studies of Bass' construct of Transformational Leadership, Gasper (1992, p. 121) reported findings consistent with Bass' formulation. A further review of nonsynthesizable quantitative and qualitative studies paralleled the meta-analysis results, and Gasper concluded that Bass' original research "has been replicated in a number of settings with a variety of populations; it seems almost

inconceivable that these findings could have resulted from chance or some methodological quirk or error."

Some research has been conducted in educational organizations (e.g., Roberts, 1985; Kirby, Paradise, & King, 1992; Hoover, Petrosko, & Schulz, 1991; Leithwood, Menzies, & Jantzi, 1994; Mefford & Adkison, 1995), culminating in Leithwood's (1994; 1995) formulation of Transformational Leadership behaviors as a necessary condition for significant educational change.

In summary, research literature reveals the failure of first-order change to (a) enlist the support of teachers in school change; (b) account for the importance of district support in the change process; and (c) understand the insufficient strength of traditional exchange-based superintendent leadership models to overcome systemic barriers to school change. Second-order systemic change implicating the importance of district-level influence in the change process is offered as an effective alternative to first-order change. A significant part of district-level influence is the superintendent. Transformational superintendent leadership is promoted as a necessary condition for successful second-order school change as it attends to changing the norms of practitioners around the core functions of teaching and learning.

Problem Formulation: Research Questions

The problem that guided this research reflects the construct of Transformational Leadership as demonstrated by a district superintendent in North Carolina and the effect of that leadership on the process of second-order change. This research answered the following questions.

1. What superintendent behaviors are identified by the superintendent and selected principals and teachers? In answering this question, the definition of behaviors was expanded to include the professional values and beliefs that ground the superintendent's behaviors. Support for this approach is found in the literature. Cohen (1995, p. 15) describes professional values, commitments, and knowledge as the "regulatory agents of practice". Keedy, Seeley, and Bitting (1995, p. 7) describe the importance of "normative frameworks" as the basis for action. Starratt (1995, p. 72) calls the professional values and beliefs which animate practice the "educational platform".

2. What effects on their practice do selected principals and teachers attribute to their perceptions of superintendent behaviors? Embedded in this question is the search for norms that may indicate significant changes in "standard operating procedures".

Methodology

Theoretical Base

To investigate superintendent behaviors and their effects on followers, an interpretivist approach was used. Humans are autonomous social agents who create and interpret their reality (Bruner, 1990). This approach is consistent with symbolic interactionism which is built on three basic assumptions: (a) human beings act toward other human beings on the basis of their meaning for them; (b) these meanings are created from the social interaction of individuals; and (c) these meanings are developed in a process of interpretation (Blumer, 1969). Hence, "truth" is found in actors' interpretation of their constructed reality, rather than in a correspondence between their understanding and some objective reality existing independent of participants.

The research questions are grounded in symbolic interactionism in that the superintendent, principals and teachers interpreted the behaviors of the superintendent in responses to question one. In question two principals and teachers described how they act in response to their understanding of what the superintendent sets in motion as a result of his leadership.

Design of the Study

Given the above research questions which directed the activities designed to provide persuasive data, a qualitative single case study was used. Merriam (1988, p. 28) defines interpretive case study in education as one that gathers descriptive data to elucidate an existing theory that "does not adequately explain the phenomenon". Vaughn (1992, p. 175) calls this design "theory elaboration" and describes it as "a method for developing general theories of particular phenomena through qualitative case analysis." She defines "theory" broadly to include "theoretical tools in general" such as theory, models, and concepts. She defines "elaboration" as the "process of refining a theory, model, or concept in order to specify more carefully the circumstances in which it does or does not offer potential for explanation."

Merriam (1988) recommends that qualitative case study "is an ideal design for understanding and interpreting observations of educational phenomena" (p. 2). Hammersley

(1992) defines case study as "the phenomenon (located in space/time) about which data are collected and/or analyzed, and that corresponds to the type of phenomena to which the main claims of a study relate" (p. 184). Hammersley (1992) contends that the case study is a choice of research strategies, among case study, survey, and experiment. Case study affords the researcher greater detail and a higher likelihood of accuracy, while sacrificing the number of cases as provided by survey. Case study affords the researcher greater degree of reactivity, while sacrificing the degree of control as found in experiment. Thus while sacrificing the number of cases and control, the case study research strategy afforded greater detail, a higher likelihood of accuracy, and a greater degree of reactivity, all of which were important to the collection of data sufficient to answer the research questions and expand and apply the theory of transformational leadership to the superintendent.

Participants

Participants in the study included the superintendent, identified in this study as Dr. Patrick Michaels; the principals of two elementary, one middle, and one high school; and four teachers from each of those schools (n = 21).

Reputational nomination technique (LeCompte & Preissle, 1993), a criterion-based form of selection, was utilized to identify the subject superintendent. A detailed definition of Transformational Leadership was provided to a panel of three experts in the field who were knowledgeable of research in the field and acquainted with superintendents across the state of North Carolina. Three experts were asked to nominate as many as three candidates each, which could have resulted in nine nominees. Experts nominated six candidates who satisfied criteria for Transformational Leadership. Four nominees received one vote each, while two candidates received two votes; no candidate was nominated by all three experts. Additional factors included in the selection were earned doctorate, professional publications, and receipt of award for innovation. The nominee chosen for this study received two nominations and distinguished himself from other nominees by professional publications and state recognition for innovation.

Within the district, network selection (Merriam, 1988) determined which elementary principals were included in the study. Network selection depended on the superintendent's recommendation of two elementary principals. Since there was only one high school and one

middle school, those principals were self selected. Network selection was used to select the teachers, with the principals making recommendations about which teachers were included in the study. Network selection provided respondents who were knowledgeable about the change process in this district, and who had sufficient professional experience to assess superintendent behaviors and the effects of those behaviors, if any. Because of their experience in the district and their experience with the change process, these interview subjects were "key actors or informants" (Fetterman, 1989, p. 58).

Data Collection

Data collection activities included semistructured individual interviews (Fontana & Frey, 1994; Rubin & Rubin, 1995); group interviews (Fontana & Frey, 1994); naturalistic, noninterventionist observation (Adler & Adler, 1994); and document analysis (Yin, 1994).

Semistructured individual interviews. Semistructured individual interviews (Fontana & Frey, 1994; Rubin & Rubin, 1995) are somewhat structured in that the researcher introduces the topic and guides the discussion with specific questions. Use of the semistructured interview technique does not "preempt the 'open-ended' nature of the qualitative interview" (McCracken, 1988, p. 25), leaving respondents and interviewer free to explore avenues of interest to either party.

Semistructured interviews provided an opportunity to elaborate about the application of Transformational Leadership to the behaviors of a district superintendent. Nine questions, reflecting content of the Multifactor Leadership Questionnaire Form 5x-Short (MLQ-5X) (Avolio, Bass, & Jung, 1995), were developed. The MLQ-5X was used as this is the most recent iteration of the tool used to measure transformational and transactional leadership. Questions posed to the superintendent were:

1. What do you do to challenge the thinking of teachers and principals as they examine the problems of practice?
2. What do you stand for, and how do you act on those values and beliefs?
3. How do you think you are perceived by principals and teachers?
4. What do you do to motivate teachers and principals to try new tasks?
5. What do you do to bring out the best work from teachers and principals?

6. What do you do to assess and reward the success of teachers and principals?

7. What do you do to deal with mistakes and failures of teachers and principals?

8. How do you identify and react to problems?

9. How do you react to urgent questions and/or concerns from teachers and principals?

Questions posed to the teachers and principals mirrored the questions asked of the superintendent.

1. What does the superintendent do to challenge the thinking of teachers (principals) as you examine the problems of practice?

2. What does the superintendent stand for, and how does he act on those values and beliefs?

3. What is your perception of the superintendent?

4. What does the superintendent do to motivate teachers (principals) to try new tasks?

5. What does the superintendent do to bring out the best work from teachers (principals)?

6. What does the superintendent do to assess and reward the success of teachers (principals)?

7. What does the superintendent do to deal with mistakes and failures of teachers (principals)?

8. How does the superintendent identify and react to problems?

9. How does the superintendent react to urgent questions and/or concerns from teachers (principals)?

To probe for effects of superintendent behaviors (Research Question 2), each question was followed up with the question: What effect, if any, have these behaviors had on your practice?

Group interviews. A group interview is defined as "the systematic questioning of several individuals simultaneously in formal or informal settings" (Fontana & Frey, 1994, p. 364). Such a data collection device "can provide another level of data gathering or a perspective on the research problem not available through individual interviews" (Fontana & Frey, 1994, p. 364). The purpose of the group interview was to (a) enhance and provide a check on data from individual interviews; (b) provide further opportunity for discernment of school level differences;

and (c) provide a reliability check on tentative norms emerging from data analysis. Three group interviews, one each for elementary, middle, and secondary levels, occurred with teachers previously interviewed individually.

Naturalistic, noninterventionist observation. Activities were observed to find "larger trends, patterns, and styles of behavior...in the natural context of occurrence, among the actors who would naturally be participating in the interaction" (Adler & Adler, 1994, p. 378). The researcher was a passive observer in all four schools and at district meetings. In the high school observations were made in the teachers' lounge, the halls, and a school improvement team meeting. At the middle school, observations occurred in the Professional Center and in the halls. In both elementary schools, the observer spent one of the two-day visit traveling with groups of teachers as they engaged in staff development.

Document analysis. Document analysis was used "to corroborate and augment evidence from other sources" (Yin, 1994, p. 81). Documents mined for this study included documents authored or co-authored by the superintendent (D:S); documents circulated by district staff (D:D); and documents originated at the school level (D:Sch).

Data Analysis

Data analysis focused on the discovery of inductively-derived behavioral categories (Glaser & Strauss, 1967) of superintendent behaviors and the effects of those behaviors on principals and teachers. Analysis of superintendent behaviors was compared with principal and teacher reports of superintendent behaviors (Research Question One). Effects of superintendent behaviors on principals and teachers (Research Question Two) were described and distributed across the 14 broad categories of behaviors developed from the analysis of data from question one.

Simultaneous data collection and constant comparison analysis resulted in the "case study data base" which became the object of "intensive analysis" after leaving the field (Merriam, 1988, p. 126). Data were transcribed, placed on cards, and analyzed. Color-coded cards indicated superintendent, principal, and teacher response. Cards were tentatively labeled and sorted according to initial sense making of the content. To further refine and define behavioral categories that were internally consistent and distinct from one another, intra and inter categorical

comparisons were made.

Categories were developed inductively. Superintendent responses from question one were analyzed to ascertain the behaviors of the superintendent. For example, analysis of the responses provided classification of everyday or mundane behaviors such as "promotes collaboration" and "develops accountability systems". Analysis of the mundane behaviors yielded 13 categories of superintendent behaviors. Examples of categories of behaviors include "Involves the Wider Community" and "Develops an Organization Perspective". Principals and teacher data confirmed superintendent data and added mundane behaviors not mentioned by the superintendent. For example, the superintendent never mentioned meeting with area ministers, but this was described frequently by principals and teachers. It became part of "Involving the Wider Community", one of the original 13 categories of behavior. A comparison of principal and teacher responses yielded 14 categories of superintendent behaviors.

Categories were analyzed seeking patterns that would allow for even broader categorization. Thirteen of the behaviors clustered into three domains of superintendent behaviors: (a) Articulating Professional Values and Beliefs; (b) Developing Problem Solving Skills; and (c) Developing a Collaborative Culture. The fourteenth behavior category described by principals and teachers, Providing Improved Conditions/Rewards, fell into none of the above domains.

Comparison of superintendent data with principal/teacher data yielded strong data convergence. Such convergence was initially troubling. Two things explained this convergence. First, respondents were asked the same questions which focused responses on specific superintendent behaviors. Second, convergence of responses provided an internal validity check. The superintendent said he was doing certain things, and most principal and teacher responses confirmed these data.

An example of data congruence is illustrated by the Tables 1 and 2 which describe analytic congruence of data for two behavior categories of the domain, Develops Collaborative Culture. The behavior categories represented are "Develops an Organization Perspective" and "Involves the Wider Community". Superintendent data appear in the top row; principal/teacher data are displayed in the left column. Intersection of superintendent and principal/teacher data is indicated

by an "X". Additional mundane superintendent behaviors supplied by principal/teacher data but not found in the superintendent data are presented in the left column. Since there is no congruence between superintendent and principal/teacher data sources, there is no "X".

Table 1

Summary of Convergence of Data Relative to Superintendent Behavior Category. Develops an Organization Perspective

Teacher/Principal Data	Superintendent Category. Develops an Organization Perspective			
	Promotes collaboration	Develops district expectations	Develops accountability systems	Develops district policies
Train metaphor; promotes district goals	X			
Conveys expectations; respondents articulate superintendent's expectations		X		
Describe systems of accountability			X	
Describe district policies				X

Table 2

Summary of Convergence of Data Relative to Superintendent Behavior Category. Involves the Wider Community

Teacher/Principal Data	Superintendent Category. Involves the Wider Community		
	Forges links with parents	Forges links with business	Forges links with community agencies
Informs parents	X		
Solicits feedback from parents	X		
Solicits community support	X	X	
Solicits feedback from community		X	
Works with community agencies			X
Works with ministers			
Works with county commissioners			

Analysis for question two consisted of developing descriptions of respondent-reported behavioral and affective effects of superintendent behaviors. These effects were distributed among the 14 superintendent behavior categories developed from analysis of question one.

Further analysis of data from question one yielded norms the superintendent was attempting to establish. Principal and teacher data indicated what norms respondents recognized. Analysis of data from question two began to establish what norms were being adopted in this district. Respondent-reported effects, especially changes in professional practice, provide evidence of analytic congruence between effects and the adoption of norms. An example of data analysis for question two and evidence for norm adoption is provided in Table 3. The Domain: Articulates Professional Values and Beliefs with supporting categories is presented in the top row. Respondent-reported effects appear in the left column. Norms associated with categories of behavior appear in the bottom row. "X" indicates the intersection of respondent effect with superintendent behavior. Every respondent-reported effect is recorded regardless of the frequency of the reported effect. Empty cells indicate the absence of reported effects.

Table 3

Distribution of Respondent-Reported Effects of Superintendent Professional Values and Beliefs and Norms 1, 2, and 3

	Superintendent Professional Values and Beliefs				
Effects	Education must change	People are good	Research-based practice	Child-focused practice	Non-renewal of non-performers
Changed practices					
Articulating dif. mes.	X				
Research-based plan.			X		
Child-focus. prac.				X	
Staffing changes					X
Increased professional resources			X		
Improved students learning opportunities				X	
Increased effort		X		X	
Increased confidence		X			
Increased commitment		X			
Respect for superintendent			X	X	X
Norms			1	2	3

Analysis indicated that norms matched three of the superintendent's values. Empirical survey data provided further evidence of the adoption of superintendent norms. Eighteen tentative norm statements emerged from data analysis and were reduced to twelve norms as a result of analysis of group interview data. These twelve norms were mailed to principal and teacher respondents (n = 20). One of the original teacher respondents had taken a leave of absence from the district to work for the state Department of Public Instruction, thereby reducing the pool to 19 respondents. Respondents were asked to react to the norms using four mutually exclusive responses. Response categories were: (1) "I see this behavior and approve of it"; (2) "I see this behavior and do not approve of it"; (3) "I do not see this behavior but would approve of it"; (4) "I do not see this behavior and wound not approve of it". Sixteen of 19

respondents responded for an 84% return rate.

Several levels of analysis were used in this study. Inductively derived categories of behaviors were developed and compared among respondents. Constant comparison analysis yielded domains of superintendent behaviors and identified norms being established in the district.

Validity and Reliability

Merriam (1988) provides internal validity, reliability, and external validity as criteria by which to judge the research project and its outcome.

Internal Validity

Merriam (1988) contends that internal validity assesses how well the researcher captures the subjects' constructions of reality. "Validity must be assessed in terms of interpreting the investigator's experience, rather than in terms of reality itself (which can never be grasped)" (Merriam, 1988, p. 167). Merriam (1988) asserts that the following are strategies to provide evidence of validity: 1) Member Checks; 2) Triangulation; and 3) Long Term Observation.

Member checks. Three group interviews provided an opportunity for member checks (Merriam, 1988). Teachers were asked to respond to a norm check list which was derived from interpretation of interview data. As the teachers responded to the check list, they provided an estimate of the plausibility of the interpretation of the data. Survey of respondent rated tentative norms provided another opportunity for member check of interpretation of data.

Triangulation. Triangulation involves "using multiple investigators, multiple sources of data, or multiple methods to confirm the emerging findings" (Merriam, 1988, p. 169). Different participants (superintendent, principals, and teachers), and multiple methods of data collection (individual interview, group interview, observation, and document analysis) were used.

Long-term observation. Being in the field over a long period of time and conducting several observations of the same phenomena provided increased validity.

Reliability

Citing Lincoln and Guba (1985), Merriam (1988, p. 172) concurs that reliability in qualitative case study research demands that "given the data collected, the results make sense--they are consistent and dependable." Strategies used to provide evidence of reliability in this research include triangulation and inter-rater reliability.

Triangulation. Triangulation strengthens claims of reliability as well as internal validity. Interview triangulation is provided by inter-relater reliability, and respondent survey response to the norm check list (Merriam, 1988).

Inter-rater reliability (Slavin, 1984) was used to assess the dependability of the researcher's coding of interview data. Data were reviewed by three independent coders using a coding manual developed by the researcher which defined categories of behaviors derived inductively from analysis of the data. Agreement among all three coders (A, B, and C) occurred with 68% of the data. Agreement of the same two coders (A and B) occurred with 82% of the data. Eighty percent (80%) agreement by two coders is deemed sufficient to establish reliability of coded interview data (Slavin, 1984). Respondent survey response to the norm check list provided further reliability. Twelve norms were mailed to principal and teacher respondents (n = 19).

External Validity

Merriam (1988, pp. 176-177) suggests that "reader or user generalizability [is] particularly suited to case study research." External validity then rests with the reader's assessment of the believability of the results and their usefulness to the reader. Such an assessment depends on the researcher to provide a description of this case sufficient to provide the reader with the ability to assess the utility of the conclusions.

Yin (1994, p. 36) provides an additional measure for assessment of external validity, that of "analytical generalization [in which] the investigator is striving to generalize a particular set of results to some broader theory." Categories of superintendent behaviors and effects on principals and teachers were generalized to behavioral categories of Transformational Leadership as developed by Avolio, Bass, & Jung (1995).

Findings

District context, including consideration of district size, wealth, school board focus, and student achievement data, and superintendent background are provided below. Data are reported, analyzed, and summarize.

District Context

Hilltop Public Schools is a mid-sized district of 6200 students, 375 teachers, and 10

schools, with a racial population of about 51% white, 47% African-American, and 1% other. An eleventh school, a second middle school, opened in the fall of 1997. The annual budget slightly exceeds $30 million (D.D #12). According to the North Carolina Local School Finance Study (1995) Hilltop is a low-wealth district ranking in the bottom quartile of 100 counties in North Carolina in "Ability to Pay" and the bottom quintile in "Adjusted Property Valuation", but in the top quartile in "Overall Effort". Hilltop is a district with limited financial resources but strong local commitment to fund the needs of the schools.

In addition to strong county funding, Hilltop's school board is committed to change. Indicative of that commitment is Hilltop's participation in state pilot programs. When Dr. Michaels arrived in the district, it had just been designated as a pilot for the Outcomes Based Education (OBE) program. In 1995-1996, the district participated as a pilot for the state program, "Accountability, Basics, and Control" (ABC) which measures student academic growth and holds schools responsible for that growth. The district is also a pilot for the "Standards and Accountability" state initiative. The school board supports change.

The school board and Dr. Michaels are suited to one another. When the school board looked for a new superintendent in 1992, they sought a change agent. Dr. Michaels was offered positions in five districts. He chose Hilltop because of the change focus of the district school board (Keedy, 1997).

Student achievement growth rates were essentially flat in the superintendent's first three years (1992-1995). In the fourth year of the superintendent's tenure, student achievement scores improved. End of grade reading growth rate and end of grade math growth rate were reported. The percent of students performing at grade level increased by 6% in reading and by 9% in math in 1995/1996. Gains in writing proficiency were also reported for 1995/1996. The percent of students scoring at or above grade level in both reading and mathematics grew from 44.0% in 1994/1995 to 54.8% in 1996/1997.

The Superintendent

Dr. Patrick Michaels has a masters and a doctorate in education administration, and he studied mentors for his dissertation. He is a career educator, teaching German and Spanish and serving as a wrestling coach in a large, metropolitan district for 10 years before serving in school

administration in the same district for 15 1/2 years (seven years as an assistant principal, one year as a middle school principal, and seven and a half years as a high school principal). In 1987 he became an area superintendent, supervising 20 schools. In 1990-1991 he was the acting deputy superintendent. Dr. Michaels is in the sixth year of his first superintendency, which he assumed in July of 1992.

Dr. Michaels contends that public education must change. He eschews first-order change, writing that "changing the culture of school and the very nature of schooling requires a monumental shift in thinking, not the mindless application of trivial improvements to the current institution" (D:S #4, p. 9). Instead, Dr. Michaels explains that public education requires "the transformation of our 100-year-old notions of schooling" (D:S #4, p. 9) to create "'Schools of Voice'...in which all stakeholders are involved in the democratic process of planning for the continuous improvement of all students" (D:S #5, p. 5). He believes that "'Schools of Voice' will foster a strong sense of community and commonality of purpose within public education. They will require all stakeholders to model the empowered, entrepreneurial behavior required for student success in the 21st century" (D:S #5, p. 5).

Envisioning a dramatic transformation in public education, Dr. Michaels is convinced that "educational reform is not an event but a long-term commitment to a process" (D:S #5, p. 4). How does Dr. Michaels lead a school district in the process of what he calls a "profound cultural transformation" (D:S #4, p. 9)? What does Dr. Michaels do to translate his vision into practice? How do principals and teachers interpret Dr. Michaels' efforts to bring change to this district?

Research Question One :

What superintendent behaviors are identified by

the superintendent and selected principals and teachers?

Three domains of superintendent behaviors emerged. Those domains were: (a) articulating professional values and beliefs; (b) developing problem solving skills; and (c) developing a collaborative culture. Dr. Michaels articulated the professional values and beliefs that ground his practice. He also described his efforts to develop the problem solving skills of district employees, and a collaborative culture within the district and between the district and the wider community. Twelve norms emerged from the three domains of superintendent behaviors.

Principal and teacher respondents confirmed these domains of superintendent behaviors and recognized the norms emerging from them.

Articulating Professional Values and Beliefs

The superintendent articulated the following professional values and beliefs that ground his practice: (a) public education must change to create schools as knowledge-work organizations to ameliorate the problems of society and provide for continuous growth in student learning; (b) people are good, and given sufficient reason to change and adequate knowledge, education practitioners will be successful in changing their practice; (c) education practice must be knowledge or research-based; (d) education practice must be child-focused; and (e) those people who demonstrate an inability or unwillingness to change their practice will not continue to be employed by the district. These values and beliefs formed the core of a message consistently articulated by the superintendent throughout the district.

Public education must change. In developing this value, the superintendent described chaotic social conditions; detailed the failings of current public education systems; described a leadership role for education; and provided directions for school change. Michaels described a dangerous social environment, poised for conflict between economic classes, and contended that contemporary school practices contribute to the potential for social chaos by producing students who are ill prepared to contribute to the economic and political life of the country. Schools must become knowledge-work organizations in order to provide students with the skills to be productive citizens. Schools as knowledge-work organizations can provide leadership for the rest of society to stem the tide of social chaos. All members of the organization must internalize the need to change, and a part of the superintendent's responsibility is to articulate the need for change throughout the organization.

Respondents identified the superintendent's rationale for change. Respondents reported a perception of problems in the social environment as a reason for school change. Public schools are capable of building community by bringing disparate parts of the society together, thereby resisting the drift toward social exclusion. Schools must focus on preparing children for a very different future, preparing them for the 21st century by making them self-directed learners able to function in a technological society. Public schools are going to have to change to meet these

expectations.

By consistently articulating the professional value that education must change throughout the organization, Dr. Michaels is providing followers with a rationale for change. As he describes the potential for social chaos in the immediate environment, he challenges followers' assumptions about the wider social reality and the role of public schools in the context of social change.

People are good. Dr. Michaels articulated the value that teachers and students are good and want to be successful in their work. This led him to conclude that given sufficient reason to change, followers are willing to change their practice, thereby ensuring that students can become successful knowledge workers. The inherent optimism of this belief is essential, especially given the nature of the dramatic change the superintendent envisions for this district.

Respondents confirmed this superintendent value and reported that Dr. Michaels' actions are directed by his perception that district professionals and students are good and want to be successful. The over-whelming majority of respondents attributed positive personal characteristics to Dr. Michaels. From this kind of response, I inferred that Dr. Michaels is acting toward members of the district on the assumption that people are good and capable of effective professional practice.

From this foundational value, the superintendent derives direction for his practice. As he recognizes teacher and student success, he supports this value. As he challenges the unsuccessful practice of other followers, he provides them with the opportunity to succeed. As he operationalizes this belief by disseminating it throughout the district, Dr. Michaels attempts to provide followers with a sense of confidence that they can succeed in implementing changed practices.

Education Practice must be research based. Dr. Michaels' third value was that education practice must be knowledge or research-based, and he related the importance of research to the the success of student learning in the knowledge-work organization. Dr. Michaels believed that research was essential to good practice by successful people, and he was confident that a body of knowledge exists that was sufficiently powerful to result in successful practice.

Respondents characterized the superintendent as a knowledgeable person who modeled the value that educational practice must be research-based and provided appropriate resources in

both the literature and in practice. Respondents recognized the superintendent's value that research is important to successful practice.

As he articulates this value throughout the organization, Michaels challenges the primacy of experience over research as a source of professional development. As he articulates this value, he is attempting to establish the norm that district practice is research-based. As respondents recognize this superintendent value, they recognize the norm: Practice is research-based.

Education practice must be child-focused. The superintendent was committed to focusing the efforts of good people, equipped with knowledge of successful practices on the continuous improvement of student learning. This child-focused value reflected the superintendent's vision of the knowledge-work organization in which children become the focus of district practices rather than the outcome of the factory model of education. As he taught and communicated this value, he challenged teachers to re-think their conceptions of practice. If children were the workers in the knowledge-work organization, teachers must be motivators of productive workers. Only with child-focused practice aimed at motivating productive workers will teachers be able to satisfy the public's demand for successful student performance.

Respondents indicated that child-focused practice was important to the superintendent. Several respondents provided examples of Dr. Michaels' behaviors such as visiting classrooms and talking with children, interacting with individual children, and articulating within the school community and to the wider community the expectation that practice was to be child-focused. The superintendent engaged teachers in discussion about their interaction with children around the questions of discipline practices and failure rates. While two respondents reported philosophical disagreement with the superintendent, these respondents understood that the superintendent was child-focused.

As he articulates this message throughout the organization, Dr. Michaels challenges established teacher-centered practices which, he believes, produce inadequate outcomes for students. As he articulates this message throughout the organization, Dr. Michaels attempts to establish the norm that district practice is child-focused. As respondents recognize the superintendent's value that practice should be child-focused, they recognize the norm: Practice is child-focused.

Non-renewal of non-performers. Setting new expectations for practice in the district, the superintendent explicated a forceful accountability standard. District employees who were not capable or willing to be involved with the district change process would not continue to be employed by the district. Michaels also conveyed a certain urgency in his impatience with those employees who were unwilling or unable to change. The superintendent's commitment to research-based and child-focused practice, as well as his understanding of district leadership's responsibility for accountability in a knowledge-work organization, shaped his behaviors with regard to the continued employment of school district personnel.

Respondents understood that the superintendent had raised the standard for acceptable performance. Respondents indicated that Dr. Michaels articulated a forceful standard of accountability for both principals and teachers. While the superintendent was less direct in the delivery of his message to the teachers, it was getting through, and respondents reported that teachers uncomfortable with the superintendent's pressure for change were leaving the district's employ.

As he articulates this message throughout the district, Dr. Michaels creates pressure to change. As he articulates this message, Dr. Michaels attempts to establish the norm that research-based and child-focused practice is the standard for continued employment in the district. As respondents recognize this superintendent value, they recognize the norm: Research-based and child-focused practice is the standard for continued employment in the district.

Summary of First Domain: Articulating Professional Values and Beliefs

The superintendent articulated and respondents confirmed that the superintendent articulates his values and beliefs throughout the organization. Those values and beliefs are: (a) public education must change to create schools as knowledge-work organizations to ameliorate the problems of society and provide for continuous growth in student learning; (b) people are good, and given sufficient reason to change and adequate knowledge, education practitioners will be successful in changing their practice; (c) education practice must be knowledge or research-based; (d) education practice must be child-focused; and (e) those people who demonstrate an inability or unwillingness to change their practice will not continue to be employed by the district.

By articulating his professional values and beliefs consistently throughout the organization,

Dr. Michaels is acting as "teacher and communicator of the vision" for district employees. As he does so, he is challenging assumptions of district employees. By articulating his professional values and beliefs, Dr. Michaels is laying the groundwork for systemic change in this district. In laying the groundwork for systemic change, Dr. Michaels attempts to establish new norms in the district.

The norms which emerge from the values and beliefs articulated by Dr. Michaels are: (a) education practice is research-based; (b) education practice is child-focused; (c) practice that is research-based and child-focused is the standard for continued employment in the district. As respondents recognize the superintendent's professional values and beliefs and provide examples of the operation of these values and beliefs in district practice, they recognize the norms which the superintendent is attempting to establish.

The superintendent's second domain is Developing Problem Solving Skills among professionals in the district.

Developing Problem Solving Skills

The superintendent developed the problem solving skills of individual members of the district by: (a) supporting change; (b) utilizing data as feedback to assess the success of new strategies, district programs, and personnel; (c) providing adult learning opportunities; and (d) exhibiting delegating and mentoring behaviors to encourage the professional growth of members.

Supporting change. The superintendent communicated his support for change by recommending innovative practices to teachers. Among the four schools studied, there was evidence of this value in operation with the implementation of innovative practices instituted during the superintendent's tenure. He demonstrated his commitment to change by celebrating failure and risk-taking as a source of adult learning and by encouraging teachers to extend the same freedom to students. Support for change and risk-taking was built into district policies and the district mission statement. School board support for risk taking was important to the superintendent's success. Grants to teachers from the district school foundation supported the push for innovation.

Respondents characterized the superintendent as a change agent who supported change by encouraging innovation and risk taking and celebrating failure. Hired from outside the district, he

was not linked to the status quo. He supported innovation and risk-taking and linked risk-taking and celebrating failure with professional learning and accountability. The superintendent's support for innovation and risk-taking satisfied the innovative inclinations of some and provided alternatives to current practice for others. Respondents described the following superintendent behaviors: sustaining change programs; utilizing change symbols; involving the district in pilot programs; assisting members to learn from failures; hiring innovative principals from outside the district; providing a different paradigm for teacher/student relations; introducing specific innovations; and providing resources to support specific school-wide innovations. Some resistance to change, especially among more experienced teachers, was also reported.

Dr. Michaels' support for change is consistent with his understanding that traditional school practice cannot prepare students as independent thinkers and problem solvers capable of working productively in collaboration with others. By supporting change, Dr. Michaels attempts to create in district employees a willingness to experiment with practice. By celebrating failure, Dr. Michaels provides reassurance to followers that they will not be punished for potential failure as they experiment with new teaching strategies. Failure becomes a source of learning for the innovative practitioner. Consistent with his professional values, innovations must be research-based and child-focused. Dr. Michaels' support for innovation is consistent with his standard for continued employment in the district: Practitioners who are unable or unwilling to change will not continue to be employed in the district. By supporting change Dr. Michaels is attempting to establish the norm that change is valued. As respondents describe the superintendent's efforts to support change, they provide evidence of recognition of the superintendent's norm that change is valued.

Utilizing data. The ability to assess the success of practice and programs was critical for an organization in the process of change. Dr. Michaels used data to (a) challenge the thinking of teachers; (b) identify a district problem and shape a policy response, resulting in the implementation of a new district program; and (c) assess district programs and professional growth. The importance of data was built into district practice, and the use of data by all professionals and students was encouraged. The superintendent modeled the use of data in district-wide presentations. He wrote about the importance of data in professional articles, and it

appeared in the District Values Statement, district policy and other district documents.

Respondents identified the superintendent's use of data. Respondents reported the superintendent's use of data for the following purposes: identifying problems, assessing student strengths and weaknesses; assessing personnel performance; assessing the effectiveness of innovative practices and programs. One respondent expressed respect for the superintendent's wise use of data. As followers became more proficient in the use of data to assess practice, they became better able to use data instrumentally to diagnose student weakness, design appropriate teaching strategies, and promote district goals of performance assessment. Followers were developing the ability to use data, rather than being driven by data.

With the implementation of innovative practices, data become essential in assessment. Consistent with his value that people are good and want to be successful in their practice, data provide educators with the ability to measure the success of their practice. Consistent with his value of research-based practice, data are significant in the development of professional educators, in the assessment of district programs, and in the development of district policies. As Dr. Michaels requires the use of data, teachers become creators of knowledge, as well as consumers of knowledge. Consistent with his value of child-focused practice, data become essential in measuring the effect of practices, and the growth of student learning outcomes. Consistent with his value that non-performers not be retained, data provide the means of identifying those teachers who are unwilling or unable to perform to district expectations. By supporting the use of data to inform district practice, Dr. Michaels is attempting to establish the norm that data are used to assess practices, programs and personnel, inform district-wide decision making, and identify problems. As respondents recognize the superintendent's use of data and his expectation that they use data, they recognize the superintendent's norm that data are used to assess practices, programs and personnel, inform district-wide decision making, and identify problems.

Providing learning opportunities. Dr. Michaels explained the importance of adult learning and described learning opportunities provided for district employees. Believing that members of the organization must have access to learning opportunities, the superintendent's rationale for providing learning opportunities was clear. Learning builds teachers' confidence in their ability to affect learning outcomes of students. Experiencing success in improving student learning

outcomes created intrinsic motivation. The superintendent provided learning opportunities for district personnel by leading book discussions, bringing in speakers, acting as a teacher, hiring experts to work in the district, and providing teacher induction. He reiterated his commitment to learning in correspondence with teachers.

Respondents indicated that Dr. Michaels valued continuous adult learning in the organization. Respondents identified the superintendent's expectation that professionals were learners, and they identified learning opportunities provided by the superintendent. Multiple learning opportunities of increased quantity, and high quality were reported. Respondents described the following superintendent behaviors: encouraging adult learning; providing adult learning opportunities via workshops; superintendent instruction; professional literature discussions; instruction by district office staff; turn-around training; involvement in pilot programs; and professional conferences. Site-based decision making in the use of consultants rather than turn around training was respected.

Consistent with his belief in the value of research and knowledge and his expectation that district practice is to be research-based, the superintendent believes that educators must become knowledgeable about successful practices. Administrators, including the superintendent, must be proactive and provide learning opportunities for teachers. Consistent with his belief that people are good and want to succeed, Dr. Michaels believes that satisfaction derived from student achievement resulting from successful teaching practices builds a sense of intrinsic motivation in teachers. Consistent with his belief that practice must be child-focused, adult learning provides access to successful, child-focused practices. By providing adult learning, Dr. Michaels is attempting to establish the norm that adult learning is valued.

While providing welcome learning for some teachers, adult learning challenges the conservative ethos of others. Some teacher resistance to peer, turn-around training was evident, but adult learning is so pervasive in this district that even students are aware of strategies being taught to teachers. Those teachers resistant to change are getting pressure to change from administrators, from other teachers, as well as from students. As respondents provided support for the superintendent's claim that he provides adult learning opportunities for district professionals, respondents recognize the norm: Adult learning is valued.

Delegating/mentoring. Dr. Michaels delegated responsibilities to others, especially principals, thereby dispersing decision-making power throughout the organization. He modeled problem solving activities for principals and teachers who sought his assistance, or appeared to need assistance. As he practiced mentoring behaviors, Dr. Michaels became a source of professional development for teachers and principals.

Respondents identified Dr. Michaels' practices of delegating and mentoring. Delegating was seen as a means of problem identification and solution at the school level. Delegating expanded the problem solving ability of the organization as principals exercised that capacity in their own schools. Mentoring practices included coaching through role identification; expressing confidence; and recognizing success. Dr. Michaels was a credible source of knowledge for the principals as they developed their decision-making and problem-solving abilities. Principals were becoming sources of knowledge for each other. Respondents indicated that the superintendent was a source of support for district personnel and other superintendents in their continuing efforts in the change process.

In developing the problem solving skills of followers, members of the organization must have the opportunity to execute responsibilities in their area of authority. They must also have access to support as they encounter problems of practice. The superintendent's preference for delegating is consistent with his belief that people are good; if he felt that subordinates could not be trusted, he would be forced to make all decisions himself or to closely monitor those in positions of authority. The superintendent prefers to develop the self-monitoring capacity of professionals. By delegating Dr. Michaels is attempting to establish the norm that district professionals are problem solvers.

The superintendent's belief in mentoring is also consistent with his belief that people are good and given knowledge, they will succeed. Through his mentoring Dr. Michaels becomes a source of knowledge for professionals who are struggling with problems of practice. The combination of delegating and mentoring rescues the superintendent's administrative practice from the potential neglect of a laissez-faire style of leadership. By mentoring Dr. Michaels is attempting to establish the norm that district professionals are resources for one another. As respondents recognize the superintendent's delegating and mentoring behaviors, they recognize

the norms: Professionals are problem solvers, and Professionals are a source of support for one another.

Summary of Second Domain: Developing Problem Solving Skills

Dr. Michaels is attempting to create a knowledge-work organization capable of providing for the continuous improvement of all students. Developing the problem solving capacity of the organization is one avenue of creating the knowledge-work organization. Dr. Michaels develops the problem solving skills of individuals by (a) supporting change; (b) utilizing data; (c) providing adult learning; and (d) delegating/mentoring. These categories are consistent with the superintendent's professional values and beliefs. Given access to training and support, good people are capable of implementing and continuously assessing the effectiveness of successful, research-based innovations as they engage in constant problem solving to improve student learning.

In developing the problems solving skills of the district, the superintendent is attempting to establish the following norms in this district: (a) change within district parameters is valued; (b) reliance on data to assess practices, programs, and personnel, to inform district-wide decision making, and to identify problems is valued; (c) continuous adult learning is valued; (d) district employees are capable problem solvers; and (e) professionals are resources for each other. As principal and teacher respondents confirm these behavior categories, they recognize the norms which the superintendent attempts to establish.

Developing a Collaborative Culture

Dr. Michaels developed a collaborative culture by (a) building the learning capacity of schools; (b) developing communication channels; (c) developing the organization perspective of members; and (d) involving the wider community.

Building the learning capacity of schools. Having described efforts to develop the problem solving capabilities of individuals, the superintendent described the importance of building the learning capacity of groups of followers. Dr. Michaels explained the importance of building school capacity. Important to building school capacity was the development of site-based management; the strengthening of School Improvement Teams (SIT); and developing the leadership of principals.

Schools as the "unit of change" must possess significant expertise to sustain continuous improvement in the organization. The superintendent advocated site-based, collaborative decision making in journal articles, and in speaking with district personnel. Believing that teams of professionals working together provide greater strength to implement substantive change, he provided adult learning opportunities in collaborative decision making. He required school planning from school improvement teams, and articulated a clear expectation that principals develop a team approach in their schools and provide leadership in good decision-making.

Respondents identified the following superintendent behaviors in building the learning capacity of schools: allocating resources based on the unique needs of schools; requiring school improvement teams to be involved in decision making; providing principals with specific directions and expectations in leading School Improvement Team decision making; expanding the focus of School Improvement Teams to include future states; and expanding building capacity by creating the position of Instructional Specialist at each school. The high school had additional resources.

Providing adult learning opportunities in collaborative decision-making techniques is consistent with Dr. Michaels' value of research-based practice. The superintendent's insistence on site-based decision making is consistent with his belief in delegating, and the development of collegial relationships within the schools is consistent with his commitment to mentoring, as professionals become a source of knowledgeable support for one another. His emphasis on the development of school capacity is consistent with his vision of "Schools of Voice". Creating a knowledge-work organization depends on building the capacity of schools so that they become the unit of change essential in sustaining constant improvement. In building the learning capacity of schools, Dr. Michaels is attempting to establish the norm that collaborative and informed decision-making will reside, to a large extent, at the school level. Reporting activities involved in building the learning capacity of schools, respondents recognize the superintendent's efforts to build the learning capacity of schools. Respondents recognize the norm: Decision making resides, to a large extent, at the school level.

Developing communication channels. To sustain change in the organization, Dr. Michaels developed communication channels within the district. He explained his understanding of

"dialogue," encouraged dialogue, and developed informal and formal communication channels. Dr. Michaels articulated his expectation that dialogue among professionals was important in the district. Dialogue among professionals as a means of problem solving, and between teachers and students as the basis of teaching and learning was encouraged. Both informal and formal communication channels were used. Informally, Dr. Michaels engaged in management by walking around, visiting schools and classrooms. He also engaged in 2-way conversation, and he listened. Formally, he met regularly with administrators and teacher representatives from every school. Meetings with administrators provided the opportunity for communication as reflection on practice. He used the educational television channel (Channel 8) and brochures to communicate with the public.

Respondents described the superintendent's communication style and identified informal and formal communication channels used by Dr. Michaels. With one exception, respondents indicated that the superintendent worked to develop communication channels. Respondents indicated that, by developing communication channels, the superintendent identified problems and sought solutions; challenged people's thinking; attempted to develop consensus; and provided support by giving praise and elevating the significance of people's work. Respondents indicated that the superintendent: engaged in two-way communication; listened to problems and concerns; visited schools and classroom regularly; provided opportunities for people to process their experience with practice; provided opportunities for communication between faculty and the school board and the governor; acted on concerns of constituents; required grade level meetings; and used channel 8 as a communication link between district practices and the general public.

In developing communication channels, Dr. Michaels is attempting to create an organization in which dialogue, based on expertise, expands the knowledge potential of the whole system. Visits to schools and classrooms signal his commitment to ameliorating, if not ending, the isolation of teachers and reinforces his commitment to child-focused practice. In formal and informal communication, the superintendent models his value of shared knowledge to teachers and administrators. Communication as reflection on practice, affords the opportunity to process experience with the teaching/learning experience and becomes a means of "reintellectualizing" educational practice. Professionals become a source of learning for each other.

His insistence that "dialogue" be based on professional knowledge is consistent with Dr. Michaels' reliance on expert authority and his professional value that practice must be knowledge or research based. Dr. Michaels' efforts to persuade teachers to model classroom instruction on dialogue with students is consistent with his value of child-focused practice. Consistent with his value of data, the superintendent's use of informal and formal communication provides him with feedback to identify problems and assess practice. By engaging formal and informal communication channels, Dr. Michaels reinforces his standard for acceptable practice. The superintendent's efforts to develop communication channels is consistent with his assessment of the power of community, and the importance of schools to the wider community. By developing communication channels, Dr. Michaels sustains constant improvement in the organization. In his efforts to develop communication channels, the superintendent is attempting to establish a norm that knowledge-based communication is important to continuous learning in the organization. As respondents recognize the superintendent's efforts to develop communication channels, they recognize the norm: Knowledge-based dialogue is important to continuous learning in the organization.

Developing an organization perspective. Dr. Michaels explained the importance of developing an organization perspective by principals and teachers. Supporting the development of a district-wide perspective, the superintendent developed district-wide expectations, systems of accountability, and district policies. District policy served the dual purpose of addressing district problems and institutionalizing changes in the district culture.

Respondents described the superintendent's (a) articulation of an organization perspective; (b) articulation of district-wide expectations; (c) development of systems of accountability; and (d) development of district policy. Respondents identified Dr. Michaels' attempt to develop an organization perspective. They described his use of metaphor to articulate his organization perspective, and some of the superintendent's expectations. Some respondents described the connection among the superintendent's expectations, systems of accountability and the development of district-wide policy. Respondents identified the following superintendent behaviors: articulating the district's organization perspective; challenging the thinking of teachers by promoting cooperation instead of competition; articulating district expectations; instituting

district-wide accountability systems; and developing district policies.

Consistent with his belief that meaningful school change involves changes in the "roles, rules, and relationships" of all parts of the school system, the superintendent works to develop an organization perspective on the part of all members of the organization. Consistent with his understanding that one role of district leadership is to articulate the need to change, Dr. Michaels articulates district-wide expectations and disseminates them throughout the organization directly and through the principals. By building expectations into systems of accountability, Dr. Michaels reinforces district-wide expectations.

Consistent with his assertion that public schools must change, Dr. Michaels develops policy as a means of changing the culture of the organization. Consistent with his efforts to develop communication channels, the discussion of policy at the school level is important to enlisting followers' support for the policy and for the larger change process. By developing an organization perspective, the superintendent is attempting to establish a norm that individuals will operate with regard for consequences for the entire district. Respondents recognize the superintendent's efforts to develop an organization perspective. Respondents recognize the norm: District employees will operate with regard for the consequences for the entire district.

Involving the wider community. Dr. Michaels provided his rationale for involving the wider community and described efforts to disseminate this rationale throughout the school district. He described efforts to forge stronger links between the organization and parents, between the organization and the business community, and between the organization and social service agencies.

Respondents described the superintendent's efforts to involve the wider community in the school district. Respondents reported the following superintendent behaviors: meeting with community leaders and soliciting their help; getting the county commissioners to finance a building campaign; enlisting the support of county social service agencies; informing the community through Channel 8 and PTA meetings; using community forums to forge consensus between the district and the community; and soliciting feedback from parents.

Involving the wider community is consistent with Dr. Michaels' vision that all stakeholders should be involved in the creation of Schools of Voice. It is also consistent with his appreciation

of the common school and the role that public schools can play in providing leadership for the broader community in the face of impending social chaos. By involving the wider community in the process of change within the schools, Dr. Michaels broadens the knowledge-base of the organization and enlists support from the wider community. By involving the wider community, the superintendent is attempting to establish the norm that the school district will be consciously interactive with the wider community. Respondents identified the superintendent's efforts in involving the wider community in the work of the school. Respondents recognized the norm: The district will be consciously interactive with the wider community.

Summary of Third Domain: Developing a Collaborative Culture

Dr. Michaels is creating a knowledge-work organization capable of providing for the continuous improvement of all students. Developing a collaborative culture within the organization and between the organization and the wider community is another avenue of creating the knowledge-work organization. Dr. Michaels develops a collaborative culture by building the learning capacity of schools; developing communication channels; developing an organization perspective; and involving the wider community.

As informed decision making is vested in the school, the school becomes the "unit of change" capable of continuous improvement. As members of the organization begin to share their experience with successful practice, they become a source of knowledge and support for one another. Developing an organization perspective through district-wide expectations, systems of accountability, and policy focuses attention of members on the goals of the organization. Organization interaction with the wider community provides greater knowledge and support for the district. A collaborative culture within the organization and between the organization and the wider community becomes essential to continuous change in the organization.

In working to establish a collaborative culture, the superintendent is attempting to establish the following norms: (a) collaborative and informed decision making will reside, to a large extent, at the school level; (b) knowledge-based dialogue is important to continuous learning in the organization; (c) employees of the district will operate with regard for consequences for the entire district; and (d) the school district will be consciously interactive with the wider community. As principal and teacher respondents confirm these behavior categories, they recognize the norms

which the superintendent attempts to establish.

Principal/teacher data provided an additional superintendent behavior category not mentioned by the superintendent: Improved Conditions/Rewards. This category was not consistent with any of the three domains of behaviors, and it is presented independent of those domains.

Improved Conditions/Rewards

Principal/teacher data added a category of superintendent behavior not mentioned by Dr. Michaels: Providing Improved Conditions/Rewards. Dr. Michaels improved working conditions by getting funding for building repairs, renovations, and a new building. Supplements increased; stipends for extra work were provided; and teachers had the opportunity to get continuing education units from district training. Potential bonuses were described. One respondent criticized the superintendent as he reported extra work in reporting discipline problems.

Summary Research Question One: What Superintendent Behaviors Are Identified by the Superintendent and Selected Principals and Teachers?

The superintendent articulated his professional values and beliefs. Given the superintendent's apocalyptic vision of impending social chaos, and his belief in the potential of public schools as knowledge-work organizations to ameliorate those social pressures, Dr. Michaels is committed to transforming the culture of this public school district. Believing that good people will be successful using research-tested practices focused on continuous student learning, Dr. Michaels has provided direction in engaging this district in the process of constant improvement.

Respondents confirm superintendent professional values and beliefs. A rationale for change is identified. Schools are going to have to change to prepare children as self-directed learners able to function in a technological society. Respondents indicate that the superintendent has confidence in their ability to affect change. Respondents characterize the superintendent as a knowledgeable person who expects that practice will be research based. The superintendent is seen as child-focused, and he models his value that effective practice is child-focused. Respondents indicate that the superintendent has raised the standard for continued employment in the district.

Working to change the roles, rules and relationships among all members of the organization, the superintendent is developing the problem solving skills of members of the district by supporting change, utilizing data, providing adult learning, and delegating and mentoring.

Respondents confirm the superintendent's attempts to develop the problem solving skills of individuals by supporting change; utilizing data; providing learning opportunities; and delegating and mentoring. Respondents recognize the superintendent as a change agent who supports innovation and risk-taking and celebrates failure. Respondents report the superintendent's use of data in identifying problems; assessing student strengths and weaknesses; assessing personnel performance; and assessing the effectiveness of innovative practices and programs. Respondents report that the superintendent values continuous adult learning and provides a wide variety of quality learning activities. Respondents indicate that the superintendent delegates responsibilities to and mentors followers. Respondents expand and define superintendent mentoring behaviors to include coaching through role identification, expressing confidence, and recognizing success.

In addition to developing the problem solving skills of organization members, the superintendent works to develop a collaborative culture. He does this by building the learning capacity of schools, developing communication channels, developing the organization perspective of members, and involving the wider community. Dr. Michaels is attempting to create a knowledge work organization in which Schools of Voice will involve the whole community in continuous student growth.

Respondents confirm the superintendent's attempts to develop a collaborative culture by (a) building the learning capacity of schools; (b) developing communication channels; (c) developing the organization perspective of members; and (d) involving the wider community. Respondents confirm that he develops the site-based management capability of the school by developing the leadership of principals and emphasizing the importance of the School Improvement Team. Respondents add two strategies to the superintendent's description of efforts to build the learning capacity of schools. They report that the superintendent builds the learning capacity of schools by recognizing the unique character of each school and providing

each school with an Instructional Specialist. The Instructional Specialist provides additional expertise and leadership.

Respondents report that the superintendent facilitates informal and formal dialogue throughout the organization. Two-way conversations, visiting schools and classrooms, and listening behaviors are reported. Formal channels of communication in administrative and Professional Advisory Council meetings are used to find solutions to problems of practice. Respondents enrich the superintendent's description of his behaviors in developing communication channels to include grade level meetings and team teaching.

Respondents indicate that the superintendent works to develop the organization perspective of members by articulating expectations and developing systems of accountability and district policy.

Respondents recognize the superintendent's efforts to involve the wider community by soliciting support, informing the community, and using the community to inform the district.

Respondents added a category of superintendent behavior not mentioned by Dr. Michaels: Providing Improved Conditions/Rewards. Dr. Michaels improved working conditions by getting funding for building repairs, renovations, and a new building. Supplements have increased, stipends for extra work are provided, and teachers have the opportunity to get continuing education units from district training. Potential bonuses were described. Extra work in reporting discipline problems was attributed to the superintendent.

As he works to implement his vision of schools as knowledge work organizations, Dr. Michaels is attempting to establish new norms. As respondents confirm superintendent behaviors, they recognize the norms which the superintendent is attempting to establish. Those norms are:

1. Professional practice is research-based.

2. Professional practice is child-focused.

3. Professional practice that is research-based and child-focused is the standard for continued employment in the district.

4. Change within district parameters is valued.

5. Data are used to assess practice and programs, inform decision-making, identify problems, and facilitate solutions.

6. Adult learning is continuous.

7. District professionals are capable problem solvers.

8. District professionals are resources for each other.

9. Collaborative and informed decision-making resides, to a large extent, at the school level.

10. Knowledge-based dialogue is important to continuous learning in the organization.

11. District employees will operate with regard for consequences for the entire district.

12. The school district will be consciously interactive with the wider community.

Research Question Two: What Effects on Their Practice Do Selected Principals and Teachers Attribute to Their Perceptions of Superintendent Behaviors?

Respondents reported effects for all three domains of superintendent behavior: Articulating Professional Values and Beliefs; Developing Problem Solving Skills; and Developing a Collaborative Culture, and for the respondent-generated superintendent behavior of Providing Improved Conditions/Rewards. Respondent-reported effects of categories of superintendent behavior provided evidence of analytic congruence between behavior categories and effects on respondents. Respondent-reported effects, especially changes in professional practice, provided evidence of analytic congruence between effects and the adoption of norms. Empirical survey response data provided additional support for the adoption of norms.

Articulating Professional Values and Beliefs

Respondents reported the following behavior changes which they attributed to the superintendent's professional values and beliefs: (a) articulating a different message to followers; (b) planning was becoming more research-based; (c) teaching practices were becoming more child-focused; (d) teachers who were unwilling to change or who were uncomfortable with the superintendent's change strategies were leaving the employ of the district; (e) professional resources increased; (f) student learning opportunities had improved; and (g) followers were working harder.

Respondents reported the following affective outcomes which they attributed to the superintendent's professional values and beliefs: (a) increased confidence; (b) increased

commitment; and (c) respect for the superintendent.

These effects and empirical survey data provide evidence of the adoption of the following superintendent norms which flow from the superintendent's professional values and beliefs.

1. Practice is research-based.

2. Practice is child-focused.

3. Research-based and child-focused practice is the standard for continued employment in the district.

Survey response data indicated the following.

Norm 1: Practice is research-based. 94% of respondents (15 of 16) indicated that they saw this behavior in themselves or others, and they supported this behavior.

Norm 2: Practice is child-focused. 100% of respondents (16 of 16) indicated that they saw this behavior in themselves or others, and they supported this behavior.

Norm 3: Research-based and child-focused practice is the standard for continued employment in the district. 75% of respondents (12 of 16) indicated that they saw this behavior in themselves or others, and they supported this behavior. 13% of respondents (2 of 16) indicated that they did not see this behavior, but they supported this behavior. 6% of respondents (1 of 16) indicated that they did not see this behavior, and would not support it. One respondent did not respond to any of the response options.

Survey response data for Norms 1, 2, and 3 are presented in Table 4. Norms appear in the top row. Response categories appear in the left column.

Table 4

Survey Response Data for Norms 1, 2, and 3

Response Category	Norm 1	Norm 2	Norm 3
1. See & Support	94%	100%	75%
2. See & Do Not Support	0	0	0
3. Do Not See, but Support	0	0	12%
4. Do Not See & Do Not Support	6%	0	6%

Developing Problem Solving Skills

Respondents attributed the following behavior changes to the superintendent's efforts to develop the problem solving skills of followers: (a) increased risk taking in implementing innovations; (b) the adoption of more child-focused practices; (c) changed administrative practices; (d) increased professional resources; (e) improved student learning opportunities; and (f) improved student scores.

Respondents attributed following affective outcomes to the superintendent's efforts to develop the problem solving skills of followers: (a) changed self perceptions and changed perceptions about the nature of teaching; (b) increased accountability; (c) empowerment; (d) increased confidence; (e) increased motivation; (f) increased satisfaction with teaching; (g) increased support for innovative practitioners; and (h) respect for the superintendent.

These effects and empirical survey data provided evidence of the adoption of the following superintendent norms which emerged from the superintendent's efforts to develop the problem solving skills of followers.

4. Change is valued.

5. Data are used to assess practice and programs, inform decision-making, identify problems, and facilitate solutions.

6. Adult learning is continuous.

7. District professionals are capable problem solvers.

8. District professionals are resources for each other.

Survey response data indicated the following.

Norm 4: Change within district parameters is valued. 100% of respondents (16 of 16) indicated that they saw this behavior in themselves or others, and they supported this behavior.

Norm 5: Data are used to assess practices, programs and personnel, inform district-wide decision making, and identify problems. This norm was divided into three statements.

1. Data are used to assess practices, programs, and personnel. 94%of respondents (15 of 16) indicated they saw this behavior in themselves or others, and they supported this behavior.

2. Data are used to inform district-wide decision making. 88% of respondents (14 of 16) indicated they saw this behavior in themselves or others, and they supported this behavior.

3. Data are used to identify problems. 94% of respondents (15 of 16) indicated that they saw this behavior in themselves or others, and they supported this behavior.

Norm 6: Continuous adult learning is valued. 100% of respondents indicated they saw this behavior in themselves or others, and they supported this behavior.

Norm 7: Professionals are problem solvers. 100% of respondents indicated that they saw this behavior in themselves or others, and they supported this behavior.

Norm 8: Professionals are resources for one another. 94% of respondents (15 of 16) indicated that they saw this behavior in themselves or others, and they supported this behavior.

Survey response data for Norms 4, 5, 6, 7, and 8 are summarized in Table 5. Norms appear in the top row. Response categories appear in the left column.

Table 5

Survey Response Data for Norms 4, 5, 6, 7, and 8

Response Category	Norm 4	Norm 5	Norm 6	Norm 7	Norm 8
1. See & Support	100%	92%	100%	100%	94%
2. See & Do Not Support	0	4%	0	0	0
3. Do Not See, but Support	0	4%	0	0	6%
4. Do Not See & Do Not Support	0	0	0	0	0

Developing a Collaborative Culture

Respondents attributed the following behavior changes to their perception of superintendent efforts to develop a collaborative culture: (a) changes in administrative practices; (b) increased collaboration; (c) greater innovation in teaching practices; (d) increased connection with the wider community; (e) increased professional resources; (f) improved student learning opportunities; (g) improved student scores; (h) greater effort; (i) increased accountability; and (j) decreased negative talk.

Respondents attributed the following affective outcomes to their perception of superintendent efforts to develop a collaborative culture: (a) increased perception of organization membership; (b) decreased classroom privacy; (c) increased professionalism; and (d) respect for the superintendent.

These effects and empirical survey data provided evidence of the adoption of the following superintendent norms which emerge from the superintendent's efforts to develop a collaborative culture.

9. Collaborative and informed decision-making resides, to a large extent, at the school level.

10. Knowledge-based dialogue is important to continuous learning in the organization.

11. District employees operate with regard for consequences for the entire district.

12. The school district is consciously interactive with the wider community.

Survey response data indicated the following.

Norm 9: Decision making resides, to a large extent, at the school. 94% of respondents (15 of 16) indicated that they saw this behavior in themselves or others, and they supported this behavior.

Norm 10: Knowledge-based dialogue is important to continuous learning in the district. 100% of respondents indicated that they saw this behavior in themselves or others, and they supported this behavior.

Norm 11: District professionals operate with regard for consequences for the district. 94% of respondents (15 of 16) indicated that they saw this behavior in themselves or others, and they supported this behavior.

Norm 12: The district is consciously interactive with the wider community. 75% of respondents (12 of 16) indicated that they saw this behavior in themselves or others, and they supported this behavior. 25% of respondents (4 of 16) reported that they did not see this behavior, but they supported this behavior.

Survey response data for Norms 9, 10, 11, and 12 are presented in Table 6. Norms appear in the top row. Response categories appear in the left column.

Table 6

Survey Response Data for Norms 9, 10, 11, and 12

Response Category	Norm 9	Norm 10	Norm 11	Norm 12
1. See & Support	94%	100%	94%	75%
2. See & Do Not Support	0	0	0	0
3. Do Not See, but Support	6%	0	6%	25%
4. Do Not See & Do Not Support	0	0	0	0

Providing Improved Conditions/Rewards

Respondents provided a fourteenth category of superintendent behavior not mentioned by

the superintendent: Providing Improved Conditions/Rewards. Respondents indicated that the superintendent improved conditions by renovating school buildings and building a new middle school. He also increased supplements, provided stipends for extra work, continuing education units, and the opportunity for bonuses. Respondents attributed extra effort to potential bonuses. Increased motivation was attributed to stipends, and continuing education units. Respect for the superintendent was attributed to his efforts to improve district buildings. The failure of the superintendent to provide support for student disciplinary structures contributed to one respondent's dissatisfaction with the superintendent.

Summary Research Question Two: What Effects on Their Practice Do Selected Principals and Teachers Attribute to Their Perceptions of Superintendent Behaviors

Research Question Two provided respondent-reported effects of superintendent behavior categories. Respondents provided behavioral effects and affective outcomes related to specific superintendent behavior. As respondents described behavioral and affective outcomes, they provided evidence of the adoption of superintendent norms. Empirical survey data provided further evidence of the adoption of superintendent norms.

Analytic Generalizations

Findings were generalized to Transformational Leadership (Burns, 1978; Bass, 1985; Bass & Avolio, 1994; Avolio, Bass & Jung, 1995), and the superintendent's role in the development of district/school relations (Louis, 1989).

Transformational Leadership

Burns (1978) theorized that transformational leaders arose in response to environmental crises. Dr. Michaels articulated an understanding of society in great turmoil, threatened with social chaos. He postulated that while schools cannot solve the problems posed by the potential for social chaos, they can provide leadership in addressing those pressures.

Transformational Leadership, as formulated by Bass & Avolio (1994), represents a "full range of leadership" behaviors, composed of nine categories. Four of those leadership behaviors are designated as "transformational". They are Idealized Influence--Behaviors, Inspirational Motivation, Individual Consideration, and Intellectual Stimulation. Idealized Influence--

Attributed or "Attributed Charisma" is transformational but not a behavior, but rather idealized influence attributed by followers to the leader as a result of his/her behavior (Avolio, Bass, & Jung, 1995). Three behaviors are transactional: Contingent Reward; Management-by-Exception, Active; and Management-by-Exception, Passive. The last, Laissez-Faire, is the avoidance of leadership. Bass and Avolio (1994, p. 4) contend that every leader displays each of the nine styles, with effective leaders relying more heavily on transformational behaviors than on other leadership styles. Follower reported effects include greater satisfaction with transformational than transactional leadership; greater effectiveness is attributed to the transformational leader than the transactional leader; and extra effort is attributed to transformational leadership behaviors (Bass, 1985).

Do the data from this research connect the domains and categories of behaviors of Dr. Michaels with Bass and Avolio's transformational behaviors? Do respondents attribute idealized influence to the superintendent? Does the superintendent use transactional behaviors? Does the superintendent practice Laissez-Faire or avoidant leadership? Findings are interpreted in terms of the nine leadership categories of Bass and Avolio's Full Range of Leadership (Bass & Avolio, 1994; Avolio, Bass, & Jung, 1995). First, the superintendent's domains and categories of behaviors are compared with the four transformational behaviors formulated by Bass & Avolio (1994). Each of the domains of superintendent behaviors: Articulating Professional Values and Beliefs, Developing Problem Solving Skills, and Developing a Collaborative Culture are assessed against the four transformational behaviors: Idealized Influence--Behaviors; Inspirational Motivation; Individual Consideration; and Intellectual Stimulation. Tables 7-18 distribute superintendent behaviors across these categories of transformational behaviors. In each table an "X" represents the intersection of superintendent behaviors and transformational behaviors. Empty cells indicate no correspondence between superintendent behavior and transformational behaviors. Superintendent behaviors appear in the left hand column; transformational behaviors comprise column headings. Analysis follows each table.

Idealized Influence--Behaviors

Bass and Avolio (1994) define Idealized Influence--Behaviors

[The leader considers] the needs of others over his or her own personal needs.

> The leader shares risks with followers and is consistent rather than arbitrary. He or she can be counted on to do the right things, demonstrating high standards of ethical and moral conduct. He or she avoids using power for personal gain and only when necessary. (Bass & Avolio, 1994, p. 3)

Idealized Influence--Behaviors is compared with the first superintendent domain: Articulating Professional Values and Beliefs. Dr. Michaels articulated five values and beliefs which ground his practice. These values and beliefs were: (a) education must change; (b) people are good and want to succeed; (c) professional practice is research-based; (d) professional practice is child-focused; and (e) those followers who are unwilling or unable to change will not continue to be employed in the district. The intersection of these values and beliefs with descriptors of Idealized Influence--Behaviors is presented in Table 7.

Table 7

Intersection of Superintendent Behaviors Identified With the Domain of Articulating Professional Values and Beliefs (APVB) and Transformational Leadership Behaviors of Idealized-Influence--Behaviors

Domain: APVB	Considers others	Shares risks	Consistent	Does the right thing	Avoids using power for personal gain
Education must change	X	X			X
People are good	X	X			X
Research-based	X	X	X		X
Child-focused	X	X	X	X	X
Non-renewal			X	X	X

Considers others. Dr. Michaels considers the needs of others as he focuses on the need to change education to benefit children and the wider society. Believing that people are good and want to succeed, Dr. Michaels works to provide research-supported practice by which followers can succeed. By doing so he is focused on the needs of followers. As Dr. Michaels implements

the norm that practice is child-focused, he elevates the focus of all members of the organization beyond self-interest and shifts it to the interests of all children.

Shares risk. As he involves followers in the change process, Dr. Michaels is sharing the risks of bringing change to this district. Believing that good people want to succeed, he assumes that followers will accept the risks inherent in change. The superintendent limits the risk to followers by providing research-based practice with a record of success. By focusing followers on children, he provides sufficient reason for followers to engage in risk-taking behavior.

Consistent. Dr. Michaels is "consistent" rather than arbitrary. With the adoption of the norm that research-based and child-focused practice is the standard for continued employment, Dr. Michaels creates a "consistent" standard against which practice is judged.

Does the right thing. Respondents indicate that the superintendent is doing the right thing by focusing followers on children, and by raising the standard for continued employment in the district. Respondents indicate that these behaviors are sources of respect for the superintendent.

Avoids using power for personal gain. Dr. Michaels avoids using power for personal gain. Articulating his reasons for introducing dramatic change, Dr. Michaels emphasizes that change in education benefits the society, children, and followers. Society benefits because children, provided with a good education, become contributing members of the society. Children benefit because they develop the ability to be productive and contributing members of the community. Followers benefit because they are provided with tools to facilitate student achievement; they are given the means to succeed. As students achieve, teachers gain confidence in their ability. Dismissal of unwilling and/or unable followers is based on what is best for child-focused, research-based practice, not on what is best for the superintendent.

In summary, the superintendent's professional values and beliefs distribute across all behaviors in Idealized Influence--Behaviors. Follower data are essential to establishing that the leader "does the right thing."

Idealized Influence--Behaviors is compared with the second domain of superintendent behaviors: Developing Problem Solving Skills. In Developing Problem Solving Skills, Dr. Michaels supports change, utilizes data, provides adult learning, and delegates and mentors. The intersection of these behaviors and descriptors of Idealized Influence--Behaviors is presented in

Table 8.

Table 8

Intersection of Superintendent Behaviors Identified With Domain of Developing Problem Solving Skills (DPSS) and Transformational Leadership Behaviors of Idealized Influence--Behaviors

Domain: DPSS	Considers others	Shares risks	Consistent	Does the right thing	Avoids using power for personal gain
Supports change	X	X	X	X	X
Utilizes data			X	X	X
Provides adult learning	X	X	X	X	
Delegates/mentors	X	X	X		X

Considers others. Dr. Michaels considers the needs of others by celebrating failure as he supports change. Giving followers permission to fail as they experiment with new practices allays followers' fears. Providing adult learning opportunities provides followers with access to successful practices. By delegating responsibilities to others, Dr. Michaels encourages followers to develop their problem solving skills. By mentoring, the superintendent provides support and assistance. Respondents report that the superintendent mentors by recognizing followers' successes and providing encouragement as they implement change strategies.

Shares risks. Dr. Michaels shares the risks of implementing change by supporting change by encouraging innovation, risk taking, and celebrating failure, all of which encourage followers to be part of the change process. By providing access to successful strategies, the superintendent limits the risk incurred by followers. By delegating the responsibility for designing and implementing change strategies, the superintendent involves school-based leadership teams in the change process.

Consistent. Dr. Michaels is consistent in his change agenda; he articulates his support for change throughout the organization, and he has been consistent in his change message throughout his tenure. Data provide a consistent measure of the success of innovative practices. Dr. Michaels is consistent in his emphasis on adult learning. Some district followers have developed

significant expertise and provide for continuous adult learning opportunities for other members of the district. Dr. Michaels is consistent in delegating responsibilities to principals and in his practice of mentoring principals.

Does the right thing. Dr. Michaels does the right thing by celebrating failure and by spending resources to develop followers, making them more knowledgeable about successful practices. One respondent characterizes his use of data as "wise". Other respondents report that student achievement growth would not have occurred without significant attention paid to adult learning. The superintendent's celebration of failure provides empowerment for some respondents as they engage in the change process.

Avoids using power for personal gain. Dr. Michaels avoids using power for personal gain by celebrating failure of followers as followers implement innovative practices, rather than punish them for failure. By relying on data for student, personnel, and program evaluation, members are provided an objective standard against which performance is assessed. The superintendent's practice of delegating spreads decision-making power throughout the organization.

In summary, the behavior categories of the domain Developing Problem Solving Skills distribute across all behaviors of Idealized Influence--Behaviors. Assessment that the superintendent "does the right thing" is provided by respondent data.

Idealized Influence--Behaviors is compared with the third domain of superintendent behaviors: Developing a Collaborative Culture. Dr. Michaels demonstrates four behavior categories: (a) building the learning capacity of schools; (b) developing communication channels; (c) developing an organization perspective; and (d) involving the wider community. The intersection of these behaviors with descriptors of Idealized Influence--Behaviors is presented in Table 9.

Table 9

Intersection of Superintendent Behaviors Identified With the Domain of Developing a Collaborative Culture (DCC) and Transformational Leadership Behaviors of Idealized-Influence--Behaviors

Domain DCC	Considers others	Shares risks	Consistent	Does the right thing	Avoids using power for personal gain
Building learning capacity of schools	X	X	X		X
Developing comm channels	X	X		X	
Developing org perspective	X	X	X		
Involving wider community	X	X			X

Considers others. Dr. Michaels considers the needs of others by recognizing that each student body is unique and that schools need to make decisions reflecting the interests of unique student populations. He provides additional leadership and knowledge resources for each school in the person of the instructional specialist. He develops the decision making power of schools through site-based management. As he develops communication channels, Dr. Michaels includes followers in dialogue around the problems of practice and demonstrates respect for others' views by listening and "borrowing" ideas from followers. In developing an organization perspective, he provides followers with knowledge of expectations, incorporating those expectations in systems of accountability which provide followers with a means of assessing their progress and the progress of students. By involving the wider community, the superintendent provides leadership to the community and affords them an opportunity for meaningful in-put into district practice.

Shares risk. By developing school-based decision making, the superintendent shares the risk with groups of followers. By encouraging dialogue throughout the organization, Dr. Michaels involves followers in problem solving and decision making and provides support through peer dialogue. With systems of accountability, followers become aware of their responsibilities in

solving the problems of practice. The superintendent involves the wider community in implementing change by enlisting the support of specific groups and soliciting knowledge and financing for the district.

Consistent. Dr. Michaels is consistent in his insistence that schools engage in informed decision-making. As he develops an organization perspective among followers, the superintendent develops policy and accountability systems so that followers will know what to expect from the organization and what the organization expects from them.

Does the right thing. Respondents report respect for the superintendent's willingness to listen to followers' criticisms and for the superintendent's willingness to engage members of the community in frank discussions about their responsibility in helping the children.

Avoids using power for personal gain. Rather than control followers, the superintendent spreads power throughout the organization by developing the decision-making capacity of schools. Dr. Michaels listens to community members and delays decision making on redistricting to allow ample opportunity for community in-put to shape district direction.

In summary, behavior categories of the domain, Developing a Collaborative Culture, distribute across all behaviors of Idealized Influence--Behaviors. Respondents provide evidence that the superintendent "does the right thing" in engaging followers in dialogue around questions of a new communication skills policy.

Domains of superintendent behaviors are analyzed in terms of the second transformational behavior: Inspirational Motivation.

Inspirational Motivation

Bass and Avolio (1994) define Inspirational Motivation.

> Transformational leaders behave in ways that motivate and inspire those around them by providing meaning and challenge to their followers' work. Team spirit is aroused. Enthusiasm and optimism are displayed. The leader gets followers involved in envisioning attractive future states. The leader creates clearly communicated expectations that followers want to meet and also demonstrates commitment to goals and the shared vision. (Bass and Avoilio, 1994, p. 3)

Inspirational Motivation is compared with the first superintendent domain: Articulating

Professional Values and Beliefs. Dr. Michaels articulates five values and beliefs which ground his practice. These values and beliefs are: (a) education must change; (b) people are good and want to succeed; (c) professional practice is research-based; (d) professional practice is child-focused; and (e) those followers who are unwilling or unable to change will not continue to be employed in the district. The intersection of these values and beliefs with descriptors of Inspirational Motivation is presented in Table 10.

Table 10

Intersection of Superintendent Behaviors Identified With the Domain of Articulating Professional Values and Beliefs (APVB) and Transformational Leadership Behaviors of Inspirational Motivation

Domain APVB	Provides meaning & challenge	Arouses team spirit	Displays optimism & enthu	Gets followers to envision attrac future	Communicates expectations	Demonstrates com to shared goals
Education must change	X				X	
People are good			X			
Research-based	X		X	X		X
Child-focused	X		X	X		X
Non-Renewal	X					X

Provides meaning and challenge. Dr. Michaels provides meaning and challenge to followers by articulating the reasons that education practice must change. Focusing the attention of followers on the superintendent's vision to create and sustain a change process designed to produce significantly different student outcomes "provides meaning and challenge" to followers' practice. By reiterating his respect for research, the superintendent challenges the conservative culture of teachers that inhibits the implementation of research-based instructional strategies (Lortie, 1975, Sizer, 1984, Goodlad, 1984). Creating a high standard for continued employment in the district also challenges followers.

Displays optimism & enthusiasm. Dr. Michaels articulates an optimistic message that

district practitioners want to succeed in making a difference in the lives of children. He is also optimistic that research is sufficiently strong to produce effective outcomes for students and teachers.

Gets followers to envision attractive future states. Respondents report Dr. Michaels uses a train metaphor to describe the goal of student learning created by knowledgeable professionals, thereby creating an "attractive future state" for followers.

Communicates expectations that followers want to meet. The superintendent consistently and clearly "communicates expectations" for followers. Respondent-reported effects of increased effort, motivation, commitment and confidence indicate that at least some followers are responding positively to Dr. Michaels' expectations.

Demonstrates commitment to shared goals. Dr. Michaels "demonstrates his commitment" to the creation of the knowledge work organization by attempting to establish norms that support student-focused, research-based practice as the standard for continued employment in the district. As followers adopt these norms, they begin to share the superintendent's goals. As followers who are uncomfortable with the superintendent's goals leave the district, either voluntarily or involuntarily, resistance to new norms is reduced and the superintendent's goal becomes more commonly held.

In summary, Dr. Michaels' professional values and beliefs distribute across all categories of Inspirational Motivation, except "Arouses Team Spirit." The superintendent attends to team spirit in the domain, Developing a Collaborative Culture. While the superintendent communicates all of his expectations, respondent data indicate that respondents "want to follow" the superintendent expectation that education must change.

Inspirational Motivation is compared with the second domain of superintendent behaviors: Developing Problem Solving Skills. In Developing Problem Solving Skills, Dr. Michaels (a) supports change; (b) utilizes data; (c) provides adult learning; and (d) delegates and mentors. The intersection of the behaviors and descriptors of Inspirational Motivation is presented in Table 11.

Table 11

Intersection of Superintendent Behaviors Identified With Domain of Developing Problem Solving Skills (DPSS) and Transformational Leadership Behaviors of Inspirational Motivation

Domain DPSS	Provides meaning & challenge	Arouses team spirit	Displays optimism & enthu	Gets followers to envision attrac. future	Communicates expectations	Demonstrates com. to shared goals
Supports change	X			X	X	
Utilizes data	X				X	
Provides adult learning	X		X		X	X
Delegates/mentors	X		X			

Provides meaning and challenge. The superintendent challenges traditional practices by articulating support for innovation, providing resources for schools to engage in innovative practices, and providing adult learning in innovative practices. He also challenges followers, especially principals, by delegating responsibilities to them. He uses data to challenge the thinking of teachers.

Displays optimism & enthusiasm. The superintendent is confident that followers will respond to adult learning opportunities by incorporating innovation in their practice. Respondents report that the superintendent expresses confidence in them and provides praise for their efforts as part of mentoring behaviors.

Gets followers to envision attractive future states. Respondents report that they are seeing educational practice in a new light and that students are responding positively to new learning and behavioral expectations.

Communicates expectations that followers want to meet. The superintendent communicates his expectation that practice must change throughout the organization in speeches, meetings, and correspondence with followers. He personally distributes a risk-free ticket to practitioners as another means of communicating his expectation that practice must change. The superintendent uses data to frame discussions about the importance of change. He challenges

teachers to provide evidence that traditional practices have been effective. Well-researched and carefully selected learning opportunities reinforce the expectation that practice must change.

Demonstrates commitment to shared goals. The superintendent demonstrates commitment to shared goals by providing resources for adult learning which has improved in quality and quantity.

In summary, Dr. Michaels' behavior categories distribute across every category of behavior in Inspirational Motivation, except "Arouses Team Spirit". The behavior categories of Developing Problem Solving Skills are directed at practitioners as individuals. The superintendent focuses on developing the problem solving skills of individuals. The superintendent works on group growth in Developing a Collaborative Culture.

Inspirational Motivation is compared with the third domain of superintendent behaviors, Developing a Collaborative Culture. Dr. Michaels demonstrates four behavior categories: (a) building the learning capacity of schools; (b) developing communication channels; (c) developing an organization perspective; and (d) involving the wider community. The intersection of these behaviors and descriptors of Inspirational Motivation is presented in Table 12.

Table 12

Intersection of Superintendent Behaviors Identified With Domain of Developing a Collaborative Culture (DCC) and Transformational Leadership Behaviors of Inspirational Motivation

Domain DCC	Provides meaning & challenge	Arouses team spirit	Displays optimism & enthu	Gets followers to envision attrac. future	Communicates expectations	Demonstrates com. to shared goals
Builds learning capacity of schools	X	X		X		
Develops comm. channels					X	
Develops org. perspective		X			X	X
Involves wider community	X			X	X	X

Provides meaning & challenge. The superintendent challenges schools to develop

research-based and child-focused plans for students. By exerting district review capacity of school plans, the superintendent provides an additional challenge. The superintendent challenges the business, government, and religious community to be involved with the work of the school district.

Arouses team spirit. Dr. Michaels charges the principals with the responsibility to develop consensus at the school level. Involving teachers in the planning and execution of school-wide innovations though School Improvement Teams arouses team spirit.

Gets followers to envision attractive future. Dr. Michaels asks School Improvement Teams to plan not just for the next year, but for four years in the future. The superintendent provides the wider community with the vision that the future of the whole community is dependent on the effectiveness of the education that students receive today.

Communicates expectations. The superintendent communicates expectations to followers by informal as well as formal communication channels. Informally, he communicates his expectations by individual dialogues and through his presence in classrooms and schools. Formal meetings with teacher representatives and administrators also provide an opportunity to communicate expectations. In developing an organization perspective, the superintendent articulates his expectations which are institutionalized via systems of accountability and district policy. In involving the wider community, Dr. Michaels communicates expectations to parents and other members of the community.

Demonstrates commitment to shared goals. In developing an organization perspective, systems of accountability and district policy become a reflection of the shared goals of the organization. As the superintendent seeks the assistance of community members in the implementation of district goals, he demonstrates commitment to district goals.

In summary, Dr. Michaels' behavior categories in Developing a Collaborative Culture distribute over every category of Inspirational Motivation except "Displays Optimism and Enthusiasm". While the superintendent displays optimism and enthusiasm, respondents associated this with Mentoring, a behavior category in Developing Problem Solving Skills.

Domains of superintendent behaviors are analyzed in terms of the third transformational behavior: Individual Consideration.

Individual Consideration

Bass and Avolio (1994) define individual consideration

> Transformational leaders pay special attention to each individual's needs for achievement and growth by acting as coach or mentor. Followers and colleagues are developed to successively higher levels of potential. Individual consideration is practiced as follows: New learning opportunities are created along with a supportive climate. Individual differences in terms of needs and desires are recognized. The leader's behavior demonstrates acceptance of individual differences. A two-way exchange in communication is encouraged, and 'management by walking around' work spaces is practiced. Interactions with followers are personalized. The individually considerate leader listens effectively. The leader delegates tasks as a means of developing followers. Delegated tasks are monitored to see if the followers need additional direction or support and to assess progress; ideally, followers do not feel they are being checked on. (Bass & Avolio, 1994, pp. 3-4)

Individual Consideration is compared with the first domain of superintendent behaviors: Articulating Professional Values and Beliefs. The values and beliefs are: (a) education must change; (b) people are good and want to succeed; (c) professional practice is research-based; (d) professional practice is child-focused; and (e) those followers who are unwilling or unable to change will not continue to be employed in the district. The intersection of this domain and descriptors of Individual Consideration is presented in Table 13.

Table 13

Intersection of Superintendent Behaviors Identified With Domain of Articulating Professional Values and Beliefs (APVB) and Transformational Leadership Behaviors of Individual Consideration

Domain APVB	Coaching & mentoring	Develops followers & colleagues	Supports new learning	Recognizes individual differences	Personalizes communication	Delegates & supports
Education must change						
People are good	X		X			
Research-based		X	X			
Child-Focused			X	X		
Non-Renewal		X				

Coaching & mentoring. Believing that people are good and want to succeed, Dr. Michaels provides support for followers by engaging in coaching and mentoring.

Develops followers & colleagues. Dr. Michaels develops the problem solving skills of individuals within the district, as well as superintendent colleagues with whom he interacts about problems of implementation of a pilot program. His insistence that "dialogue" be research-based is another means of developing followers as they incorporate new learning in their practice and engage in discussions about the problems of practice. While he establishes a high standard for continued employment in the district, Dr. Michaels provides support for teachers new to the district so they will be able to succeed, and he encourages principals and instructional specialists to provide support for marginal teachers.

Supports new learning. Dr. Michaels provides research-based "new learning" so that followers are provided with tools to make them successful practitioners as they work to improve student outcomes.

Recognizes individual differences. The superintendent challenges followers to recognize student learning style differences and models multiple teaching styles in presentations to followers.

In summary, the superintendent's professional values and beliefs distribute across most categories of Individual Consideration. The category "Delegates and Supports" is better seen in the superintendent's Delegating/mentoring in the domain, Developing problem solving skills. "Personalizes Communication" appears in Developing communication channels in the domain, Developing a Collaborative Culture.

Individual Consideration is compared with the second domain of superintendent behaviors Developing Problem Solving Skills. The behaviors which constitute this domain are: (a) supports change; (b) utilizes data; (c) provides adult learning; (d) delegates and mentors. The intersection of this domain and descriptors of Individual Consideration is presented in Table 14.

Table 14

Intersection of Superintendent Behaviors Identified With Domain of Developing Problem Solving Skills (DPSS) and Transformational Leadership Behaviors of Individual Consideration

Domain: DPSS	Coaching & mentoring	Develops followers & colleagues	Supports new learning	Recognizes individual differences	Personalizes communication	Delegates & supports
Supports change		X				
Utilizes data				X		
Provides adult learning			X			
Delegates/ mentors	X	X				X

Coaching & mentoring. Dr. Michaels mentors followers as they request or appear to need help. Respondents report that the superintendent mentors by coaching through role identification, providing examples of how he has dealt with similar problems.

Develops followers & colleagues. Followers are encouraged to try new practices. Some respondents report satisfaction with new learning as new methods revitalize instruction. Dr. Michaels also acts as a teacher to followers in the district and mentors other superintendents.

Supports new learning. Dr. Michaels supports new learning by providing adult learning in the form of consultants, workshops, book clubs, and speakers.

Recognizes individual differences. Dr. Michaels uses data to identify followers who are experiencing difficulties with practice and interacts directly with them around issues of teaching/learning and discipline.

Delegates & supports. By delegating and mentoring, Dr. Michaels develops the problem solving and decision making skills of principals. He provides support by coaching, providing praise, and being positive in describing followers' efforts.

In summary, while superintendent behavior categories distribute across most categories of Individual Consideration, the column "Personalizes communication" shows no intersection. This may be because the superintendent "Personalizes Communication" as he develops communication channels as a part of the domain, Developing a Collaborative Culture. Also, there appears to be an overlap between Personalizes communication and Coaching and mentoring. Dr. Michaels' mentoring focuses on the needs of individuals and is therefore a type of personalized communication.

Individual Consideration is compared with the third domain of superintendent behaviors: Developing a Collaborative Culture. Dr. Michaels demonstrates four behavior categories: (a) building the learning capacity of schools; (b) developing communication channels; (c) developing an organization perspective; and (d) involving the wider community. The intersection of this domain and descriptors of Individual Consideration is presented in Table 15.

Table 15

The Intersection of Superintendent Behaviors Identified With Domain of Developing a Collaborative Culture (DCC) and Transformational Leadership Behaviors of Individual Consideration

Domain DCC	Coaching & mentoring	Develops followers & colleagues	Supports new learning	Recognizes individual differences	Personalizes communication	Delegates & supports
Builds learning capacity of schools		X		X		
Develops comm channels					X	
Develops org perspective						
Involves wider community		X			X	

Develops followers & colleagues. In building the learning capacity of schools, Dr. Michaels provides learning opportunities for school faculties in collaborative decision making. In involving the wider community, Dr. Michaels develops community members by showing business, religious, and government agencies how they can contribute to the success of schools.

Recognizes individual differences. In building the learning capacity of schools, respondents report that Dr. Michaels recognizes the unique characteristics of each school and appropriates resources based on those characteristics.

Personalizes communication. In developing communication channels, respondents report that the superintendent personalizes communication by inquiring about health problems and providing feedback to teachers from members of the community. In involving the wider community, the superintendent tailors messages to specific groups, such as African-American ministers and local government agencies, as he seeks community assistance.

In summary, the superintendent behavior categories of Developing a Collaborative Culture intersects only three categories of Individual Consideration, but the superintendent's activities in those three categories constitute a significant portion of his leadership, especially in developing

followers by building the learning capacity of schools. By building the learning capacity of schools, Dr. Michaels ensures that schools as the unit of change will sustain the change process he has set in motion.

Domains of superintendent behaviors are analyzed in terms of the fourth transformational behavior: Intellectual Stimulation.

Intellectual Stimulation

Bass and Avolio (1994) define Intellectual Stimulation.

> Transformational leaders stimulate followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. Creativity is encouraged. There is no public criticism of individual members' mistakes. New ideas and creative problem solutions are solicited from followers, who are included in the process of addressing problems and finding solutions. Followers are encouraged to try new approaches, and their ideas are not criticized because they differ from the leaders' ideas. (Bass & Avolio, 1994, p. 3)

Intellectual Stimulation is compared with the first domain of superintendent behaviors: Articulating Professional Values and Beliefs. The values and beliefs articulated by the superintendent are: (a) education must change; (b) people are good and want to succeed; (c) professional practice is research-based; (d) professional practice is child-focused; and (e) those followers who are unwilling or unable to change will not continue to be employed in the district. The intersection of this domain and descriptors of Intellectual Stimulation is presented in Table 16.

Table 16

Intersection of Superintendent Behaviors Identified With Domain of Articulating Professional Values and Beliefs (APVB) and Transformational Leadership Behaviors of Intellectual Stimulation

Domain: APVB	Questions assumptions & reframes problems	Encourages creativity	No public criticism	Solicits ideas & solutions from follow	Encourages followers to try new approaches
Education must change	X				X
People are good					X
Research-Based	X				X
Child-Focused	X				X
Non-Renewal					X

Questions assumptions & reframes problems. As he articulates his vision of a knowledge-work organization, the superintendent challenges assumptions about the adequacy of public education as currently constituted. Rejecting first-order change, Dr. Michaels is reframing the problem of school reform and focusing the energy of followers on the adoption of research-based, and child-focused practices.

Encourages followers to try new approaches. Dr. Michaels encourages followers to try new approaches in the creation of the knowledge-work organization. He believes that good people want to succeed in their efforts with children, and he articulates the failure of traditional approaches to provide for success for students and teachers. Dr. Michaels describes innovative research-based practices and their applications in the classroom for followers. Respondents report changes in their practices, indicating greater child-focused practice, enriched student learning opportunities, and improved student outcomes. In articulating a new standard for continued employment in the district, Dr. Michaels encourages followers to try research-based and child-focused practices.

In summary, Dr. Michaels' professional values and beliefs most naturally fit with the

Intellectual Stimulation categories of "Questions Assumptions" and "Encourages Followers to Try New Approaches", as his values and beliefs deal with core values and beliefs about the heart of the enterprise: the teaching/learning activity, rather than the more behavioral categories of "Encouraging Creativity", "No Public Criticism" and "Soliciting Ideas from Followers."

I now compare Intellectual Stimulation with the second domain of superintendent behaviors: Developing Problem Solving Skills. The behaviors which constitute this domain are: (a) supports change; (b) utilizes data; (c) provides adult learning; and (d) delegates and mentors. The intersection of this domain and descriptors of Intellectual Stimulation is presented in Table 17.

Table 17

Intersection of Superintendent Behaviors Identified With Domain of Developing Problem Solving Skills (DPSS) and Transformational Leadership Behaviors of Intellectual Stimulation

Domain: DPSS	Questions assumptions & reframes problems	Encourages creativity	No public criticism	Solicits ideas & solutions from follow.	Encourages followers to try new approaches
Supports change	X	X	X		X
Utilizes data	X		X		
Provides adult learning	X				X
Delegates/ mentors				X	

Questions assumptions & reframes problems. The superintendent challenges assumptions of followers about the state of the social environment. As he does so, he challenges the strength of traditional practices to prepare students for the future. Dr. Michaels reframes the teaching/learning core activity by redefining successful teaching in terms of what students know and can do. The superintendent uses data to support his view of a changing social reality, and he challenges teachers to provide evidence that traditional practices have benefited students. Dr.

Michaels questions the primacy of experience by providing adult learning to support research-based solutions to old problems of practice.

Encourages creativity. In supporting change, the superintendent encourages creativity by encouraging risk taking. Dr. Michaels celebrates failure rather than publicly criticizing followers' failures.

No public criticism. When presenting the failure of one school to meet its ABC pilot goal, the superintendent used data to illustrate the growth in student scores that had occurred.

Solicits ideas & solutions from followers. Delegating decision making to schools encourages School Improvement Teams and building administrators to seek solutions designed to meets the needs of the unique student body.

Encourages followers to try new approaches. The superintendent encourages followers to try new approaches to the teaching/learning core activity such as teachers assuming the role of facilitator and supporter of student learning rather than deliverer of information. By providing adult learning in new methods, Dr. Michaels encourages teachers to try new approaches.

In summary, the superintendent behavior categories in the domain, Developing Problem Solving Skills, distribute across all descriptors of Intellectual Stimulation.

Intellectual Stimulation is compared with the third domain of superintendent behaviors: Developing a Collaborative Culture. Dr. Michaels demonstrates four behavior categories: (a) building the learning capacity of schools; (b) developing communication channels; (c) developing an organization perspective; and (d) involving the wider community. The intersection of this domain and descriptors of Intellectual Stimulation is presented in Table 18.

Table 18

Intersection of Superintendent Behaviors Identified With Domain of Developing a Collaborative Culture (DCC) and Transformational Leadership Behaviors of Intellectual Stimulation

Domain: DCC	Questions assumptions & reframes problems	Encourages creativity	No public criticism	Solicits ideas & solutions from follow	Encourages followers to try new approaches
Builds the learning capacity of schools	X			X	
Develops comm channels	X			X	
Develops org perspective					X
Involves the wider comm				X	

Questions assumptions & reframes problems. In building the learning capacity of schools and emphasizing the unique character of each school, Dr. Michaels challenges the notion of equality of treatment. Not all schools must be treated the same if they have differing needs. In developing communication channels, Dr. Michaels engages followers in dialogue, frequently challenging old assumptions and providing new solutions to old problems.

Solicits ideas & solutions from followers. In building the learning capacity of schools, School Improvement Teams seek solutions to meet the problems of practice. Decisions to implement block scheduling at the high school and the two year progression of instruction at the middle school are examples of school-based development of solutions to problems of practice. In engaging followers in dialogue, the superintendent encourages an exchange of ideas, respecting the diversity of others' opinions and sometimes borrowing ideas from followers. In holding public forums in the development of district programs, the superintendent solicits ideas from members of the wider community.

Encourages followers to try new approaches. In articulating expectations for followers to try new programs, the superintendent influences practice. As his expectations move through the organization, followers are influenced to implement innovative approaches. The superintendent

also uses district policy to encourage new approaches; he encourages followers to allow students risk-free experience with homework in the homework policy.

In summary, the behavior categories of the domain, Developing a Collaborative Culture distribute across three of the five descriptors of Intellectual Stimulation. The two descriptors omitted are "Encourages creativity" and "No public criticism", both of which are dealt with in the superintendent domain, Developing Problem Solving Skills.

Findings are interpreted relative to Attributed Charisma.

Attributed Charisma

In defining Idealized Influence in 1994, Bass and Avolio, distinguished between Idealized Influence Behaviors and Idealized Influence attributed to the leader by followers. The authors define Idealized Influence Attributed. "Transformational leaders behave in ways that result in their being role models for their followers. The leaders are admired, respected, and trusted. Followers identify with the leaders and want to emulate them" (Bass & Avolio, 1994, p. 3). Idealized Influence Attributed is now called "Attributed Charisma" (Avolio, Bass, & Jung, 1995).

Findings in this study indicate that respondents report "respect" for the superintendent, which they attribute to specific superintendent values, beliefs, and behaviors. The following values/behaviors elicit respect from some followers for the superintendent.

In the superintendent domain, Articulating Professional Values and Beliefs, respondents report respect for the superintendent resulting from his values of Research-based Practice; Child-focused Practice; and Non-renewal of Non-performers. For some respondents, the superintendent's command of the research literature is significant. Other respondents identify the superintendent's child-focused practice as a source of respect even if his decision making is judged to be faulty. Some respondents are gratified that the superintendent's standard for continued employment is making some teachers work harder and removing others from their positions if they demonstrate incompetence.

In the superintendent domain, Developing Problem Solving Skills, respondents report respect for the superintendent resulting from his behavior of Utilizing Data. Rather than allow data requirements of the ABC program to direct professional practice, Dr. Michaels shaped data to the district emphasis on performance assessment.

In the superintendent domain, Developing a Collaborative Culture, respondents report respect for the superintendent resulting from his behavior of Developing Communication Channels. Respondents respect the superintendent's tolerance for diverse views and his willingness to discuss controversial issues.

Contingent Reward

In the "full range of leadership" (Bass & Avolio, 1994, p. 4), Contingent Reward is defined as the most positive of the transactional leadership behaviors. The leader displays contingent reward behaviors by rewarding the follower for adequate performance. In my study, respondents identified the superintendent's behaviors in providing improved conditions and rewards. They identified stipends; potential bonuses; and continuing education units. These superintendent behaviors are interpreted as "Contingent Reward" because respondents reported that they were contingent on followers' behaviors.

Bass and Avolio (1994, p. 4) report that Contingent Reward "has been found to be reasonably effective...in motivating others to achieve higher levels of development and performance." Consistent with Bass and Avolio's finding, respondents in my study report increased effort resulting from potential bonuses attached to the ABC pilot program. Increased motivation results from stipends and continuing education units.

One respondent faults the superintendent for failing to provide sufficient leadership in the area of student discipline. In his view, the superintendent fails to provide a necessary condition, and rather than be involved with a faulty system, this respondent threatens to overlook discipline problems. For this respondent, contingent reward becomes a threshold leadership behavior. If the leader fails to satisfy what the follower sees as a necessary condition, the follower's response is qualified.

Increased supplements and school construction and renovation are respondent-reported superintendent behaviors, but they are not contingent on followers' behaviors. The superintendent's efforts to secure funding for renovation and construction is a source of respect for the superintendent.

Management by Exception-Active and Passive

Management by Exception-Active and Passive are classified as a negative contingent

reward behavior (Bass & Avolio, 1994), distinguished only by the degree of active involvement by the leaders. In Management by Exception-Active the leader "arranges to actively monitor deviances from standards, mistakes, and errors in the follower's assignments and to take corrective action as necessary" (Bass & Avolio, 1994, p. 4). In Management by Exception-Passive, followers' mistakes come to the attention of the leader who then acts to correct followers' errors. The superintendent's behavior in calling in teachers with high discipline and/or failure rates appears to qualify as Management by Exception. It is unclear whether this was active or passive.

Laissez-faire

Laissez-faire is the "avoidance or absence of leadership" (Bass & Avolio, 1994, p. 4). Findings fail to provide evidence of the superintendent's use of laissez-faire.

Effects of Transformational Leadership

Bass (1985) contends that followers are more satisfied with transformational than transactional leadership behaviors, and that followers are more likely to attribute effectiveness to transformational rather than transactional leaders. Because this research did not compare a transformational leader with a transactional leader, findings can neither confirm nor dispute Bass' contention. Findings do, though, indicate that an overwhelming majority of respondents report great satisfaction with the superintendent's behaviors, and the same proportion of respondents characterize the superintendent as effective.

Bass (1985) also contends that transformational leadership contributes to greater effort by followers. Findings indicate that respondents report increased effort and this effect is distributed across two domains of superintendent behavior and contingent reward superintendent behaviors. In the superintendent domain, Articulating Professional Values and Beliefs, increased effort is attributed to the superintendent's values, people are good, and practice is child-focused. In the superintendent domain, Developing a Collaborative Culture, increased effort is attributed to the superintendent behavior of building the learning capacity of schools. As noted above, the contingent reward behaviors of stipends and continuing education units result in increased effort.

Conclusions

Superintendent behavior categories clustered in domains of Articulating Professional

Values and Beliefs; Developing Problem Solving Skills; and Developing a Collaborative Culture distribute across all four transformational behaviors of Idealized Influence--Behaviors; Individual Consideration; Inspirational Motivation; and Intellectual Stimulation. All three superintendent domains result in respondent-reported Attributed Charisma. The superintendent utilizes Contingent Reward, and one Management-by-Exception behavior is reported. There is no evidence of Laissez-faire.

These findings fail to confirm the contention that all nine behaviors in the full-range of leadership model are used by leaders. While the superintendent demonstrates most behaviors in the full-range of leadership model, evidence does not indicate Laissez-faire. Dr. Michaels uses more transformational than transactional leadership behaviors. Findings also confirm that the superintendent's transformational leadership produces follower outcomes of increased satisfaction with a transformational leader; increased attribution of effectiveness to the transformational leader; and increased effort in response to transformational and contingent reward behaviors.

Superintendent's Role in the Development of District/School Relations

Louis (1989) provides four possible configurations of district-school relationship. The district-school relationship most likely to result in significant change in school practice is described as one of High Engagement and Low Bureaucracy (p. 161). This configuration of district school relations depends on the "development of consensus between staff members at all levels about desired goals for education" (Louis, 1989, p. 161). Dr. Michaels' domains of Articulating Professional Values and Beliefs, Developing Problem Solving Skills, and Developing a Collaborative Culture contribute to the development of district-school relations marked by High Engagement and Low Bureaucracy.

Articulating Professional Values and Beliefs

As he articulates the need for change, the superintendent provides followers with a rationale for change. Rather than rely on rules and regulations, Dr. Michaels articulates his values and beliefs throughout the organization. As he does so, he is developing "shared goals and objectives" (Louis, 1989, p. 159) built around a "consensus between staff members at all levels about desired goals for education" (Louis, 1989, p. 161). Dr. Michaels develops a district-wide consensus that practice in Hilltop Public School District is research-based and child-focused. He

fosters the development of this consensus by overcoming teachers' conservative ethos and providing the basis for a new ethos of change by developing problem solving skills of followers.

Developing Problem Solving Skills

The behavior categories used by Dr. Michaels in developing the problem solving skills of followers provide support for those followers who welcome change and reduce the resistance of others. Respondents understand that Dr. Michaels is a change agent. Board support for change was signaled by hiring a superintendent from outside the district. Dr. Michaels continues the press for change by hiring two principals from outside the district for the two largest schools in the district, the high school and the middle school. The superintendent's use of a risk-free symbol in the form of a ticket personally handed to each teacher indicates his understanding that it takes more than just words to convince some followers that in the ebb and flow of superintendents' hirings and firings, this superintendent is serious about change.

Dr. Michaels' support for change by encouraging risk-taking and celebrating failure is a source of motivation and satisfaction for some followers. Even self-admitted resisters to change become advocates for change after experiencing satisfaction with the outcome of specific innovations. Celebrating failure reduces resistance to change. By celebrating failure the superintendent teaches followers how to learn from failure. Followers are more likely to overcome resistance to change and to continue to try innovative practices as they begin to see it as a part of an expected learning process. The superintendent's efforts to tie the learning process to accountability, hinted at by one respondent, reinforces Dr. Michaels' support for change.

Developing followers' skill in the use of data provides them with the means to assess the success of innovative practice. As followers become more proficient in the use of data to assess practice, they become better able to use data instrumentally to diagnose student weakness, design appropriate teaching strategies, and promote district goals of performance assessment. Followers are developing the ability to use data, rather than being driven by data.

While providing welcome learning for some teachers, adult learning challenges the conservative ethos of others. Consistent with his value of research, the superintendent seeks consultants and speakers with proven track records of success. Turn-around training provides peer instruction. Adult learning is so pervasive in this district that even students are aware of

strategies being taught to teachers. Those teachers resistant to change are getting pressure to change from above, from the sides, as well as from below.

By delegating, the superintendent expands the effectiveness of the district in recognizing and responding to problems. By mentoring principals in their decision-making processes, the superintendent extends his problem solving skills throughout the district. By encouraging principals to look to one another he encourages collaboration around problems of practice and emphasizes that growth is important not just to students but to adults as well. His consistent message of praise and support for change provides support for willing teachers and challenges resisters.

The "development of consensus between staff members at all levels about desired goals" (Louis, 1989, p. 161) is inhibited by the tradition of isolated, autonomous practitioners (Lortie, 1975). The strategies used by Dr. Michaels in developing a collaborative culture challenge the isolation of practitioners.

Developing a Collaborative Culture

In building the learning capacity of schools, the superintendent develops site-based management by developing the principals and School Improvement Teams (SIT). The Instructional Specialist provides professional expertise and another leadership dimension to the schools. As principals implement site-based decision making they involve members of the school community in questions about practice. As teachers submit plans to SIT, they submit practice to the scrutiny of peers. As the Instructional Specialist works in classrooms, control of classrooms is shared.

By developing communication channels and engaging followers in dialogue, the superintendent makes practice and ideas about practice public. As the superintendent engages individual practitioners in informal dialogue about practice he forces thoughtful evaluation. The superintendent's explicit remark to one respondent that "Everybody has to take responsibility for those kids" reinforces the idea that children are not the exclusive concern of one teacher isolated in a classroom. By being receptive to criticism and diverse opinions and responding to frustrations, the superintendent conveys the idea that no one person has all of the answers and that many voices bring more potential solutions to problems of practice. Not surprisingly, some

resist participation in dialogue with the superintendent; rather than get an unwelcome answer, some will forego the discussion. Visits to classrooms by Dr. Michaels, other administrators, and board members signal the end of the isolated classroom.

Dialogue in formal meetings makes people's ideas about practice public. Public scrutiny of problems in administrative meetings and the Professional Advisory Council signal the end of sole reliance on the individual's struggle to handle problems independently. Grade level meetings, team teaching, and SIT meetings signal the end of the isolation of private practice in the isolated classroom. Even children are finding a voice in some classroom decision making.

In developing an organization perspective, the superintendent lifts the focus of practitioners from the isolation of the classroom to the broader perspective of the whole organization. He provides a metaphor of collaborators moving together to solve problems of practice and provide improved learning opportunities for students. The importance of success for all schools reflects the superintendent's child-focused belief that all children can learn. It also conveys the notion that the failure of individual schools cannot be hidden behind the facade of acceptable district scores based on the success of a few schools. Similarly, individual teachers can no longer expect to hide weaknesses of individual practice behind the success of the school. Focusing followers' attention on the need for cooperation rather than competition sends the message that practitioners need to work together to create conditions that promote learning for all students.

As the superintendent's expectations move through the organization, expectations are being set by the district superintendent rather than by the isolated practitioner. Consistent with his beliefs that good people want to succeed, providing followers with clearly articulated expectations gives them the opportunity to meet those publicly articulated expectations. Systems of accountability and policy work together to reinforce expectations. Changing district policy will require a thoughtful and public process.

By involving the wider community, Dr. Michaels attempts to end the isolation of the district from the wider community. By informing the community and utilizing the community as a source of information, district practices become public. Public scrutiny affords a kind of antiseptic wash to privately held values.

In summary, Dr. Michaels' behaviors engage followers and schools with the district in a relationship of high engagement around finding solutions to problems of practice. By articulating his professional values and beliefs, Dr. Michaels provides a rationale for change and develops the basis for district-wide consensus on the desirability of research-based and child-focused practice. By developing problem solving skills of followers, Dr. Michaels overcomes teachers' conservative ethos and creates a new ethos of change. In developing a collaborative culture, Dr. Michaels ends the isolation of practitioners and provides them with the support essential to continuous change.

Implications

The implications of this research for superintendent leadership in the change process include the following.

1. The superintendent's normative framework is essential to his/her effectiveness as Instructional Leader, Scholar/Educator, and Political Leader. Before the superintendent enlists followers in something as complex as second-order school change, the superintendent must understand the values and beliefs that provide the "platform" (Starratt, 1995) for action.

2. The instructional leadership of the superintendent is significant to his/her ability to bring change to the core teaching/learning activity. Understanding the dynamics of the teacher/student relationship is critical to implementing instruction in which the student is the worker, and the teacher is the motivator.

3. The superintendent as scholar and educator is also significant to the superintendent's ability to affect change. In a profession in which scholarship has not been valued, the superintendent as chief scholar and educator must be able to assess the quality of research in order to be selective about innovations introduced in the district. Principals and teachers must have confidence in the superintendent's critical ability to bring only the most promising innovations forward for their implementation.

4. Proactive, visionary political leadership of the superintendent is significant to the process of school change. Part of the proactive/visionary role of political leader is the superintendent's activity in involving district followers with the wider community. As members of the district engage the wider community in district practice, the superintendent spreads the political role throughout the organization. While the superintendent exercises the primary

responsibility of spokesman for the district, followers also assume a political role in relations with the community.

References

Adler, P. A., & Adler, P. (1994). Observational Techniques. In N. K. Denzin & Y. S. Lincoln (Eds.), Handbook of qualitative research (pp. 377-391). Thousand Oaks, CA: Sage Publications.

Avolio, B. J., Bass, B. M., & Jung, D. I. (1995). Construct validation and norms for the multifactor leadership questionnaire (MLQ-Form 5X). Unpublished manuscript, Binghamton, NY: Center for Leadership Studies, State University of New York at Binghamton.

Bass, B. M. (1985). Leadership and performance beyond expectations. New York: The Free Press.

Bass, B. M., & Avolio, B. J. (1993). Transformational leadership: A response to critiques. In M. M. Chemers & R. Ayman (Eds.), Leadership theory and research: Perspectives and directions (pp. 49-80). San Diego: Academic Press.

Bass, B. M., & Avolio, B. J. (Eds.). (1994). Improving organizational effectiveness through transformational leadership. Thousand Oaks, CA.: Sage Publications.

Blumer, H. (1969). Symbolic interactionism: Perspective and method. Englewood Cliffs, N.J.: Prentice Hall.

Bruner, J. (1990). Acts of meaning. Cambridge, MA: Harvard University Press.

Burns, J. M. (1978). Leadership. New York: Harper & Row.

Carlson, R.V. (1996). Reframing & reform: Perspectives on organization, leadership, and school change. White Plains, NY: Longman Publishers USA.

Chapman, C.H. (1997). Beginning superintendents and the challenges of leadership. New York: Prentice Hall, Inc.

Clover, W.H. (1990). Transformational leaders: Team performance, leadership ratings, and firsthand impressions. In K. E. Clark & M. B. Clark (Eds.). Measure of leadership (pp. 171-184). West Orange, NJ: Leadership Library of America, Inc.

Cohen, D. K. (1995). What is the system in systemic reform? Educational researcher, 24 (9), 11-17.

Coleman, P., & LaRocque, L. (1990). Struggling to be "good enough": Administrative practices and school district ethos. Philadelphia: The Falmer Press.

Crowson, R., & Morris, V.C. (1991). The superintendency and school leadership. In P.W. Thurston & P.P. Zodhiates (Eds.), Advances in educational administration: Vol. 2 (pp. 191-215). Greenwich, CT: JAI Press.

Cuban, L. (1989). The district superintendent and the restructuring of schools: A realistic appraisal. In T. J. Sergiovanni & J.H. Moore (Eds.), Schooling for tomorrow: Directing reforms to issues that count (pp. 251-271). Boston: Allyn & Bacon.

Cuban, L. (1993). How teachers taught: Constancy and change in American classrooms, 1890-1990 (2nd ed.). New York: Teachers College Press.

Elmore, R. F. (1995). Structural reform and educational practice. Educational researcher, 24 (9), 23-26.

Fetterman, D. M. (1989). Ethnography: Step by step. Newbury Park: Sage Publications.

Fontana, A., & Frey, J. H. (1995). Interviewing: The art of science. In N. K. Denzin & Y. S. Lincoln (Eds.), Handbook of qualitative research (pp. 361-376). Thousand Oaks, CA: Sage Publications.

Fullan, M. G. (1993). Coordinating school and district development in restructuring. In J. Murphy & P. Hallinger (Eds.), Restructuring schooling: Learning from ongoing efforts (pp. 143-164). Newbury Park, CA: Corwin Press.

Gasper, J. M. (1992). Transformational leadership: An integrative review of the literature. (Doctoral dissertation, Western Michigan University, 1992). Dissertation Abstracts International, A 53/08, AAC 9234203.

Glaser, B.G., & Strauss, A.L. (1967). The discovery of grounded theory: Strategies for qualitative research. Chicago, Aldine Publishing Co.

Goodlad, J.I. (1984). A place called school: Prospects for the future. New York: McGraw-Hill.

Hammersley, M. (1992). What's wrong with ethnography? Methodological explorations. London: Routledge.

Homans, G. C. (1974) Social behavior: Its elementary forms (2nd ed.). New York: Harcourt Brace Jovanovich.

Hoover, N. R., Petrosko, J. M., & Schulz, R. R. (1991). Transformational and

transactional leadership: An empirical test of a theory. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Hoyle, J. R. (1985). Programs in educational administration and the AASA preparation guidelines. Educational Administration Quarterly, 21 (1), 71-93.

Jackson, B. L. (1995). Balancing act: The political role of the urban school superintendent. Washington, D.C.: Joint Center for Political and Economic Studies.

Johnson, S. M. (1996). Leading to change: The challenge of the new superintendency. San Francisco: Jossey-Bass.

Keedy, J. L. (1997). Don: Breaking the mold by reading at dawn. In C. H. Chapman (Ed.). Beginning superintendents and the challenges of leadership. (pp. 147-160). New York: Prentice Hall, Inc.

Keedy, J. L., Seeley, D. S., & Bitting, P. F. (1995). Principal construction of normative frameworks: Improving schooling for students. Educational Considerations, 23, 6-10.

Keedy, J. L., & Achilles, C.M. (1997). The need for school-constructed theories in practice in U.S. school restructuring. Journal of Educational Administration, 35, 102-121.

Kirby, P. C., Paradise, L. V., & King, M. I. (1992). Extraordinary leaders in education: Understanding transformational leadership. Journal of Educational Research, 85, 303-311.

Kowalski, T. J. (1995). Keepers of the flame: Contemporary urban superintendents. Thousand Oaks, CA: Corwin Press, Inc.

LeCompte, M. D., & Preissle, J. (1993). Ethnography and qualitative design in education research (2nd ed.). San Diego: Academic Press.

Leithwood, K. A. (1992). Transformational leadership: Where does it stand? The Education Digest, 58 (3), 17-20.

Leithwood, K. (1994). Leadership for school restructuring. Educational Administration Quarterly, 30, 498-518.

Leithwood, K. (1995). Toward a more comprehensive appreciation of effective school district leadership. In K. Leithwood (Ed.), Effective school district leadership: Transforming politics into education (pp. 315-340). Albany, NY: State University of New York Press.

Leithwood, K., Menzies, T, & Jantzi, D. (1994). Earning teachers' commitment to

curriculum reform. Peabody Journal of Education, 69, (4) 38-61.

Lincoln, Y. (1989). Critical requisites for transformational leadership: Needed research and discourse. Peabody Journal of Education, 66, (3) 176-181.

Little, J. W. (1993). Teachers' professional development in a climate of educational reform. American Educational Research Journal, 15, 129-151.

Lortie, D. C. (1975). Schoolteacher: A sociological study. Chicago: The University of Chicago Press.

Louis, K. S. (1989). The role of the school district in school improvement. In M. Holmes, K. A. Leithwood, & D. F. Musella (Eds.), Educational policy for effective schools (pp. 145-167). Toronto: OISE Press.

Louis, K. S., & Kruse, S. D. (1995). Professionalism and community. Thousand Oaks: Corwin Press.

Louis, K. S., & Miles, M. B. (1990). Improving the urban high school: What works and why. New York: Teachers College Press.

McCracken, G. (1988). The long interview. Newbury Park: Sage Publications.

Mefford, E., & Adkison, J. (1995, April). Transformational leadership and the superintendency: A case study. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Merriam, S. B. (1988). Case study research in education. San Francisco: Jossey-Bass.

Murphy, J. (1991). Restructuring schools: Capturing and assessing the phenomena. New York: Teachers College Press.

Murphy, J. (1993). Restructuring: In search of a movement. In J. Murphy & P. Hallinger (Eds.), Restructuring schooling: Learning from ongoing efforts (pp. 1-31). Newbury Park, CA: Corwin Press.

North Carolina local school finance study. (1995). Raleigh, NC: Public School Forum of North Carolina.

Pajak, E. F., & Glickman, C. D. (1989). Dimensions of school district improvement. Educational Leadership, 46, (8) 61-64.

Pitner, N. J. & Ogawa, R. T. (1981). Organizational leadership: The case of the school

superintendent. Educational Administration Quarterly, 17, (2) 45-65.

Roberts, N. (1985). Transforming leadership: A process of collective action. Human Relations, 38, 1023-1046.

Rosenholtz, S. J. (1989). Teachers' workplace: The social organization of schools. NY: Teachers College Press.

Rubin, H. J., & Rubin, I. S. (1995). Qualitative interviewing: The art of hearing data. Thousand Oaks: Sage Publications.

Sagor, R. (1995). Overcoming the one-solution syndrome. Educational Leadership 52, (7) 24-27.

Schlechty, P. C. (1990). Schools for the 21st century: Leadership imperatives for educational reform. San Francisco: Jossey-Bass.

Sergiovanni, T. J. (1989). The leadership needed for quality schooling. In T. J. Sergiovanni & J. H. Moore (Eds.). Schooling for tomorrow: Directing reforms to issues that count. (pp. 213-226). Boston: Allyn & Bacon.

Sizer, T. R. (1984). Horace's compromise: The dilemma of the American high school. Boston: Houghton Mifflin.

Sizer, T. R. (1992). Horace's school: Redesigning the American high school. Boston: Houghton Mifflin.

Slavin, R. E. (1984). Research methods in education: A practical guide. Englewood Cliffs, N.J.: Prentice-Hall.

Starratt, R. J. (1995). Leaders with vision: the quest for school renewal. Thousand Oaks, CA: Corwin Press.

Tierney, W. G. (1989). Advancing democracy: A critical interpretation of leadership. Peabody Journal of Education, 66, (3) 157-175.

Vaughan, D. (1992). Theory elaboration: The heuristics of case analysis. In C. C. Ragin & H. S. Becker (Eds.), What is a case? (pp. 173-203). New York, NY: Cambridge University Press.

Wirt, F. M. (1991). The missing link in instructional leadership: The superintendent, conflict, and maintenance. In P.G. Thurston & P. P. Zodhiates (Eds.), Advances in educational

administration: Vol. 2 (pp. 159-189). Greenwich, CT: JAI Press.

Yammarino, F. J., & Bass, B.M. (1990). Long-term forecasting of transformational leadership and its effects among naval officers: Some preliminary findings. In K. E. Clark & M. B. Clark (Eds.), Measures of leadership (pp. 151-170). West Orange, NJ: Leadership Library of America.

Yin, R. K. (1994). Case study research: Design and method (2nd ed.). Thousand Oaks, CA: Sage Publications.